DOCUMENT RESUME

ED 264 178 SP 026 575

AUTHOR Fair, Martha H.; And Others
TITLE Athletics: Achieving Sex Equity Through Title IX. Trainer Manual.
INSTITUTION Colorado State Dept. of Education, Denver.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE Oct 79
CONTRACT 300-76-0456
NOTE 171p.; Adapted/adopted from the materials prepared for the Council of Chief State School Officers' Title IX Equity Workshop Project by Shirley McCune and Martha Matthews at the Resource Center on Sex Roles in Education, Washington, DC. For related documents, see SP 026 573, SP 026 578, and SP 026 579.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Athletics; Change Strategies; Educational Legislation; Elementary Secondary Education; *Equal Education; *Program Development; *Sex Fairness; *Workshops
IDENTIFIERS *Title IX Education Amendments 1972

ABSTRACT

The Title IX/Sex Equity training model is designed to assist educational personnel in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in athletic programs. Workshop sessions are provided for administrators, instructional personnel, counseling and pupil services personnel, physical education and athletics staff, and community group members. Session outlines and materials are presented for worksheets on: (1) assessing Title IX implementation in athletics programs; (2) the law and its implications; (3) assessing athletics program objectives; (4) developing a perspective for change; (5) images of sex-integrated programs; (6) alternatives for change; (7) action planning and sex equity; and (8) evaluation and summary. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BEST COPY AVAILABLE

The material in this publication was prepared pursuant to a grant or contract from the Office of Education, U. S. Department of Health, Education and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

TRAINER MANUAL

ATHLETICS: ACHIEVING SEX EQUITY THROUGH TITLE IX

Prepared by
Martha H. Fair, Project Director
Nancy Kain Cook, Consultant
Jeanette Ray Goins, Consultant
Linda S. Doyle, Consultant
October, 1979

Adapted/Adopted
From materials prepared for the
Council of Chief State School Officer's
Title IX Equity Workshops project
by
Shirley McCune
and
Martha Matthews
at the
Resource Center on Sex Roles in Education
Washington, D. C.

Fred E. Holmes, Unit Director
Equal Education Services Unit

Roy G. Brubacher, Assistant Commissioner
Office of Field Services

Calvin M. Frazier, Commissioner
Colorado Department of Education.

COLORADO STATE BOARD OF EDUCATION

Jacquie Haughton, Chairman. . . . . Lakewood
(Second Congressional District)

Allen B. Lamb, Vice Chairman . . . . . Windsor
(Fourth Congressional District)

Betty Gilliss. . . . . Aurora
(Fifth Congressional District)

Dorothy Gotlieb . . . . . Denver
(First Congressional District)

Frank J. Ricotta . . . . . Pueblo
(Third Congressional District)

Education 79-1671
Price $2.00
No Charge to Colorado Public Schools

CONTENTS

		PAGE
PREFACE		v
SESSION SPECIFICATION		vi
RESOURCES AVAILABLE		xvi
KEY TO DRAWINGS		xviii
SESSION AGENDA		xix
OPENING COMMENTS		xxi
ACTIVITY 1:	Assessing Title IX Implementation in Athletics Programs	1
	Participant Worksheet 1	6
ACTIVITY 2:	The Law and Its Implications	7
	Participant Information Sheet 2 (Basic Guidelines for Competitive Athletics Title IX Compliance)	14
	Participant Worksheet 3 (Athletics Case Examples)	18
ACTIVITY 3:	Assessing Athletics Program Objectives	21
	Participant Worksheet 4 (Athletics Objectives for Female and Male Students)	27
ACTIVITY 4:	Developing a Perspective for Change	29
ACTIVITY 5:	Images of Sex-Integrated Programs	38
	Participant Worksheet 5 (An Equal Chance Through Title IX)	50

CONTENTS

(continued)

			PAGE
ACTIVITY 6:	Alternatives for Change – Athletics		52
	Participant Worksheet 6 (Athletics Programs Assessment Inventory – "What Is – What Can Be")		74
	Participant Worksheet 7 (Creating A Student Interest Survey)		78
	Participant Worksheet 8 (Designing A Student Survey Form)		79
	Participant Worksheets 9-13 (Coach James Case Materials)		83
ACTIVITY 7:	Action Planning for Sex Equity		92
	Participant Worksheet 14 (My Action Plan)		97
	Participant Information Sheet 15 (Suggestions for Action Steps)		99
ACTIVITY 8:	Evaluation and Summary		102
APPENDICES			106
	Appendix A:	Requirements of the Law: Title IX and Athletics	107
	Appendix B:	Sample Questions and Answers Related to Title IX: Implementation in Athletics	116
	Appendix C:	Suggested Answers to Athletics Case Examples	122
	Appendix D:	"An Equal Chance Through Title IX:" An Analysis	127
	Appendix E:	Coach James Case: Worksheet Responses	129

PREFACE

The Title IX/Sex Equity training model is designed to assist educational personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in education. The training model was utilized and tested in twenty regional workshops by the Council of Chief State School Officers' (CCSSO) Title IX Equity Workshops Project. This project was funded under contract 300-76-0456 with the Women's Program Staff, U.S. Office of Education.

The training model is designed for all persons who have the opportunity to work with any persons interested in Title IX. Workhsop sessions are provided for the following groups:

- Administrators, Title IX coordinators, and school board members
- Instructional personnel
- Counseling and pupil services personnel
- Physical activities personnel (physical education and athletics staff)
- Community group members

The session outlines and materials were originally developed by Martha Matthews and Shirley McCune. Martha Matthews' time was partially supported by funds provided by the Ford Foundation. Shirley McCune and Martha Matthews are co-editors of the training model.

Persons who have authored or contributed to other outlines and materials within the total package include: Linda Stebbins, Nancy Ames, and Illana Rhodes (Abt Associates, Cambridge, Mass.); Judy Cusick, Joyce Kaser, and Kent Boesdorfer (Resource Center on Sex Roles in Education, Washington, D.C.); Barb Landers (California State Department of Education, Sacremento, California); and Janice Birk (University of Maryland, College Park, Maryland).

Adaptations in the training materials for Colorado School districts were made by Dr. Martha Fair, Sex-Equity Supervisor for the Colorado Department of Education and Linda S. Doyle, Consultant. The art work and cover design were done by J. J. Jackson at the Colorado Department of Education. Annette Ryan typed the manuals, and Linda Doyle and Lynn Kelly edited the manuals.

October, 1979

SESSION SPECIFICATIONS

Athletics: Achieving Sex Equity

Session Participants:

Physical educators, coaches, athletics directors, and related administrators of local education agencies

Session Objectives:

To increase participants' understandings of the Title IX regulation and its specific implications for the policies, practices, and programs provided in athletics

To increase participants' skills in identifying discriminatory or biased situations and to develop appropriate corrective and remedial actions for overcoming such discrimination and bias

To provide participants an opportunity for examining their behaviors reflecting their philosophies of athletics programs as they relate to sex equity

To provide participants with an overview of the change process as it may be applied to attaining sex equity in athletics programs

To provide participants with positive images of sex equity in athletics programs

To provide participants with methods of assessing athletics programs and the needs for change

To provide participants with multiple alternatives for modifying programs which can increase the quality of the program as well as the equity provided for students

To provide participants with an opportunity for developing the first steps of an action plan for use in their back-home situations

Time Required:

Five hours

(see p. x, "How can the workshop activities and sequence be adapted to fit shorter periods of time?")

Facilitators Required:

Although the session may be conducted by a single person, it is preferable in most cases to share responsibilities among several persons (female and male) who possess both subject matter expertise and group process skills, and who represent racial-ethnic diversity. Two facilitators are needed for the subgroup sessions.

Group Size:

Flexible

Facilities Required:

Meeting room to accommodate expected number of participants; moveable tables and chairs to facilitate small group work.

Equipment and Supplies Required:

Overhead projector and transparencies, chalkboard and chalk, or newsprint and marker, 16mm sound film projector, viewing screen, masking tape; pencils for each participant.

Materials Needed:

For participant use:

Assessing Title IX Implementation in Athletics Programs (Participant Worksheet 1)

Basic Guidelines for Competitive Athletics Title IX Compliance (Participant Information Sheet 2)

Athletics Case Examples (Participant Worksheet 3)

Athletics Objectives for Female and Male Students (Participant Worksheet 4)

An Equal Chance Through Title IX (Participant Worksheet 5)

Athletics Program Assessment Inventory
What Is What Can Be
(Participant Worksheet 6)

Creating A Student Interest Survey Form (Participant Worksheet 7)

Designing A Student Survey Form (Participant Worksheet 8)

Coach James Case: Briefing Sheet (Participant Worksheet 9)

Coach James Case: Robert Welsh (Participant Worksheet 10)

Coach James Case: Ann Brosh et al (Participant Worksheet 11)

Coach James Case: Jeffery Evans (Participant Worksheet 12)

Coach James Case: Jack Ramsey (Participant Worksheet 13)

My Action Plan (Participant Worksheet 14)

Suggestions for Action Steps (Participant Information Sheet 15)

Requirements of the Law: Title IX and Athletics (Appendix A)

Sample Questions and Answers Related to Title IX: Implementation in Athletics (Appendix B)

Suggested Answers to Athletics Case Examples (Appendix C)

"An Equal Chance Through Title IX:" An Analysis (Appendix D)

Coach James Case: Worksheet Responses (Appendix E)

Workshop Evaluation Sheet

For facilitator use:

Charts on newsprint, acetate or chalkboard:

"Definitions of Sexist and Nonsexist Behaviors"

"Questions for Analyzing Case Examples"

"Athletics Objectives for Female and Male Students:" Analysis Chart

"The C's in Change"

"Change--A Suggested Continuum"

"Systematic Steps for Program Change and Title IX Implementation"

"Equalizing Athletic Opportunities" (Charts 1-5)

Film:

"An Equal Chance Through Title IX"

Facilitator Preparation Required:

Thoroughly review this outline, all participant materials, and any media materials to be used.

Prepare a Session Agenda which reflects any adaptations made to the session activities. Use the Session Agenda to help in the planning.

Review suggested lectures and adapt them to accommodate unique group needs of facilitator(s) style(s):

"Opening Comments"	10 minutes
"Title IX and Athletics"	10 minutes
"Providing Athletics Equity: Where Do We Begin?"	10 minutes
"Change and How to Make It Happen"	15 minutes
"Systematic Steps for Program Change and Title IX Implementation"	10 minutes
"How to Discover 'What Is' and 'What Can Be'"	10 minutes
"Individual Action Planning"	10 minutes

Prepare charts (on newsprint, acetate transparency, or chalkboard) as identified in "Materials Needed" listing of these Session Specifications.

Suggestions:

How can the workshop activities and sequence be adapted to fit shorter periods of time?

Although the session outline is designed for implementation in a five-hour period, it is recognized that it may be necessary to modify the session for implementation in a shorter period of time. When this is necessary, the facilitator(s) should review the

x

objectives of each suggested activity carefully before making a decision about which activities would be most appropriate. If this modification is necessary, the facilitator(s) should consider the following:

A. Carefully review the sequence and the build-up activities provided in the session outline. Each session outline has been developed to include each of the following components:

   Needs assessment activity/exercise--Session outlines begin with an introductory activity which can involve the group in the session, allow individuals to express initial concerns and provide the facilitator with general information about the perceptions and experience of the group. This initial experience is a key method of judging the specific needs of the group and estimating the optimal placing of the session activities.

   Cognitive activities--Each session outline includes a lecture(s) to introduce new concepts and activities. These are designed to increase participants' understanding of particular problems related to sex equity and of the steps to be taken and the principles to be followed in achieving sex equity. The amount of information provided in a lecture can be reduced if the group has had previous exposure to the concepts being presented. Even with experienced groups, however, it is useful to provide a summary of the key points included in the lecture to ensure that all members of the group have a common frame of reference for subsequent activities.

   Experiential activities--These activities provide an opportunity for participants to apply the concepts presented in cognitive activities to situations in educational practice. The purpose of these activities is to help participants assess for themselves the implications of the information presented for day-to-day activities.

   Skills practice activities--Each session outline includes a number of activities which are designed to give participants an opportunity to practice some of the

skills which are necessary for the application of sex equity principles and to obtain immediate feedback regarding their efforts.

Action-planning activities--Each session outline encourages participants to begin to identify specific steps which they or their education agency can take to promote full implementation of Title IX and/or to attain sex equity in their activities. These action-planning steps are crucial to the application of the information provided in the workshop package. They should not be eliminated and, in fact, wherever possible, it would be desirable to expand the amount of time devoted to action planning. This is particularly relevant when participants work together in the same education agency.

In most cases, it is desirable to reduce the amount of time devoted to each of the various types of activities provided rather than to omit any of the major components of the session outline.

B. Provide participants with reading materials prior to the workshop session.

If the workshop time is limited, it may be possible to reduce the amount of time devoted to the workshop activities by providing participants with materials which can be read prior to the implementation of the workshop. If the facilitator believes that this is desirable, a summary of the information provided in the lecture or information sheet may be distributed to participants prior to the workshop.

C. Reduce the amount of time spent on exercises and worksheets.

One way the timelines for the session can be cut is to ask the participants to consider only a limited number of cases or situations presented in their worksheets, suggesting that others be completed some time after the workshop. (If this is done, the facilitator should make certain to explore those items selected for use in the group in sufficient detail to clarify for participants the basic principles reflected in the worksheet.) In all

instances, the facilitator should emphasize ways in which the participant materials may be used after the workshop.

What guidelines should be observed by facilitators throughout the workshop?

Workshops dealing with sex equity often involve participants in a questioning of some of their earliest learnings and most basic beliefs and assumptions. Individuals dealing with these issues may have negative feelings about changing roles of males and females in our society and experience fear or anger about sex equity efforts in education. It is critical that workshop facilitators understand that these reactions are to be expected and how to handle them in positive ways. Some suggestions for dealing with possible resistance or rejection of the ideas covered in the workshop are outlined below.

Workshop facilitators should:

A. Remember that change in knowledge, attitudes, and skills requires time and continued support. Each person must move through a process of exploring, understanding, and acting on new ideas before they can be accepted. Rejection of ideas presented in the workshop should not be interpreted as a personal rejection of the presenter.

B. Work to provide continuing support to participants even when they are met by disagreement and/or resistance. Responses to be avoided by workshop personnel include:

   Defensiveness--the expression through words or behaviors that a facilitator or resource person feels as if an attack has been made against her/his personal ability or adequacy. Workshop personnel should try to maintain an open attitude and deal with the ideas presented by the participant rather than the internal feelings that these ideas may create.

   Rejection of the group--the categorization of an individual or group as "hopeless". One of the ways that facilitators may deal with persons who disagree is to reject them. It is important that workshop

leaders maintain communication with all participants and continue to work through the feelings and ideas presented.

Future predictions--statements to an individual or the group such as, "I'm sure you'll eventually see it my way". Although it is quite likely that many who reject ideas presented in the workshops will change over a period of time, it is not helpful to dismiss the issues being considered by making future predictions.

Avoidance of the issues--dropping relevant controversial issues before they have been considered. Avoiding open consideration of possible implications of the Title IX regulation through a comment such as, "There's really no need for major changes in most programs", does not contribute to participant learning or problem solving. Workshop facilitators should anticipate some of the controversial questions or concerns which are likely to be raised and be prepared to deal with them, if only by admitting uncertainty and a willingness to help participants obtain assistance from other sources.

Overcontrol of the participant group--pressing the group ahead regardless of their present needs or ability to deal with some of the issues. Overscheduling for clarification questions or for consideration of the implications of the information in small group discussion is one way to overcontrol the participant group. Workshop plans must include time to ensure that participants have the opportunity for initial exploration and evaluation of the information presented.

C. Work to maintain a climate where participants' questions, feelings, and opinions can be expressed and considered. Maintain a nonjudgmental approach toward the expression of feelings or opinions which differ from those being expressed in the workshop.

D. Provide participants with concrete information and materials whenever possible. Much of the resistance to accepting change occurs when people do not understand the rationale for change and the specific

steps that must be taken in implementing change. It is essential that participants be given opportunities to identify specific directions for change, to develop the necessary skills for change, and to receive support and assistance during this process.

RESOURCES AVAILABLE

from the Colorado Department of Education

Available for Loan from the Colorado Department of Education:

FILMSTRIPS

"American Women Search for Equality", Current Affairs, March, 1973

* "Cinderella Is Dead!", National Education Association

"Identity Female: A Program Review", Dun-Donnelly Publishing Corporation, 1975

* "Title IX in the Schools", Claremont Educational Resources

"The Labels and Reinforcement of Sex Role Stereotyping", National Education Association

FILMS

"Sex Role Development", McGraw-Hill, 23 minutes (color)

** "An Equal Chance Through Title IX", 25 minutes

Available for Loan from the Colorado State Library:

FILMS

"Choosing Changes", Agency for Instructional Television, 15 minutes (color)

"Different Folks", Agency for Instructional Television, 15 minutes (color)

"Prejudice: Causes, Consequences, Cures", Contemporary/ McGraw-Hill, 1977, 23 minutes (color)

For information about borrowing any of the materials listed, contact:

Sex Equity Staff
Colorado Department of Education
201 East Colfax Avenue
Denver, Colorado 80203
(303) 839-2166

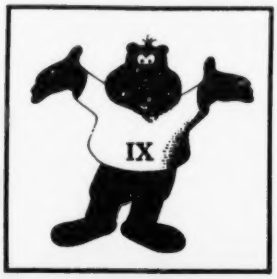
RESOURCES AVAILABLE

(continued)

*To be used with the training materials entitled,
"Title IX for Sex Equity"

**To be used with the training materials entitled,
"Physical Education: Implementing Sex Equity"
"Athletics: Achieving Sex Equity"

KEY TO DRAWINGS



DRAWING 1: LECTURES OR INTRODUCTORY COMMENTS TO BE PRESENTED BY THE FACILITATOR. "Hip-O-Niner" is the Colorado Title IX/Sex Equity mascot.

DRAWING 1R: Small Hip-O-Niner references page numbers in the Participant Workbook.

DRAWING 2: INDIVIDUAL ACTIVITY

DRAWING 3: SMALL GROUP ACTIVITY OR DISCUSSION

DRAWING 4: LARGE GROUP ACTIVITY OR DISCUSSION

DRAWING 5: TIME DESIGNATION FOR COMPLETION OF AN ACTIVITY

SESSION AGENDA

Opening Comments (10 minutes)

Activity 1: Assessing Title IX Implementation in Athletics Programs

A. Introduction and Individual Activity: Assessing Title IX Implementation in Athletics Programs (10 minutes)
B. Small Group Discussions (15 minutes)
C. Large Group Discussion (10 minutes)

Activity 2: The Law and Its Implications

A. Lecture--Title IX and Athletics (10 minutes)
B. Questions and Answers (5 minutes)
C. Small Group Activity: Athletics Case Examples (15 minutes)
D. Large Group Discussion (5 minutes)

Activity 3: Assessing Athletics Program Objectives

A. Lecture--Providing Athletics Equity: Where Do We Begin? (10 minutes)
B. Individual Activity: Athletics Objectives for Female and Male Students (10 minutes)
C. Large Group Discussion (10 minutes)

Activity 4: Developing a Perspective for Change

A. Lecture--Change and How to Make It Happen (15 minutes)
B. Questions and Answers (10 minutes)

Activity 5: Images of Sex-Integrated Programs

A. Introductory Comments (5 minutes)
B. Film--"An Equal Chance Through Title IX" (25 minutes)
C. Large Group Discussion (10 minutes)

SESSION AGENDA

(continued)

Activity 6: Alternatives for Change – Athletics

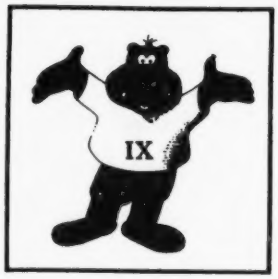
A. Lecture--Systematic Steps for Program Change and Title IX Implementation (10 minutes)
B. Individual Activity: Program Diagnosis for Sex Equity (5 minutes)
C. Large Group Discussion (5 minutes)
D. Lecture--How to Discover "What Is" and "What Can Be" (10 minutes)
E. Small Group Activity: Creating A Student Interest Survey (10 minutes)
F. Large Group Discussion (5 minutes)
G. Individual Activity: The Coach James Case (5 minutes)
H. Small Group Discussions (10 minutes)
I. Large Group Discussion (5 minutes)
J. Summary Comments (5 minutes)

Activity 7: Action Planning for Sex Equity

A. Lecture--Individual Action Planning (10 minutes)
B. Individual Activity: My Action Plan (10 minutes)
C. Small Group Discussions (10 minutes)
D. Large Group Discussion (5 minutes)

Activity 8: Evaluation and Summary

A. Workshop Evaluation (5 minutes)
B. Summary and Closing Comments (5 minutes)



OPENING COMMENTS

Purposes of the Activity:

To introduce the facilitator(s) to the participants

To provide participants with an overview of the content of the session

Materials Needed:

For participant use:

Session Agenda (prepared by Trainer)

Session Objectives (in Participant Workbook)

For facilitator use:

None

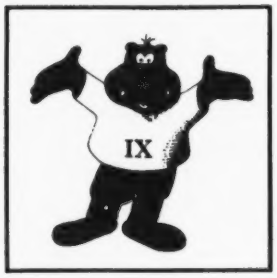
Facilitator Preparation Required:

The facilitator should:

Thoroughly review the total session outline

Review suggested comments and adapt them to accommodate unique group needs and facilitator style

PROCEDURE



The facilitator should take a moment to introduce herself/himself and any other facilitators. S/he should discuss briefly past involvement with issues of Title IX/sex equity related to athletics personnel. Any housekeeping chores such as location of restrooms, availability of refreshments, and distribution of materials should be dealt with at this time.

The facilitator should then begin to establish a frame of reference for the session. This might be done by comments such as the following:

"At the outset, I would point out that we intend to consider not only the specific requirements of the Title IX regulation but also the broader context of sex equity issues. In order to do this we must first come to a mutual understanding of the legal requirements, the required procedural steps to be taken by educational personnel, and then pursue alternatives for achieving compliance with both the letter and the spirit of the law.

Intramurals, club and interscholastic sports as well as related ancillary services are covered in detail in the Title IX regulation. In many ways the differential treatment of females and males in athletics programs has been visible to any who cared to investigate such matters, and therefore it has received a substantial amount of media coverage. Although the reasons for differential treatment of females and males may have been supported by a rationale that made sense in the past, it is now our responsibility to examine the needs in light of a changing society, changing needs of students, and changes in the laws which govern the operation of education programs.

"During this session we will try to accomplish the following:

To assess our understandings and experiences regarding implementation of Title IX and the attainment of sex equity in athletics programs

To examine the Title IX regulation as it relates to athletics and relevant ancillary concerns and ensure that we have a common understanding of the regulation, its implications, and the possible actions which need to be taken to achieve Title IX compliance

To increase our skills in recognizing sex discrimination and sex bias as they are manifested in physical activity programs

To seek a mutual understanding of the problems involved in the establishment/maintenance of equitable athletic programs for all students

To review a model for change which can assist us in making the changes necessary for the attainment of sex equity in athletics programs

"We will be involved in many kinds of activities during this session: hearing short lectures, participating in individual and group activities, and exchanging ideas in groups. Although the session is tightly scheduled, please feel free to ask questions if you are in doubt about the information or activity in which are involved so that clarification can be provided. Any pertinent comment or inquiry is, of course, welcome; but we would appreciate your assistance in keeping the discussion 'on target'.

"As we move through the activities of the session we hope that you will keep three questions in mind:

How well do programs in our schools ensure equality of opportunity for all students?

How can we use the procedures required for Title IX implementation as a stimulus for improving the quality of services provided for students?

What are my personal responsibilities for change, and/or how can I provide leadership for assisting others to respond to the need for sex equity in positive ways?

The facilitator should provide time for any questions which may be raised by the group.

ACTIVITY

1

ASSESSING TITLE IX IMPLEMENTATION IN ATHLETICS PROGRAMS

Activity Agenda:

A. Introduction and Individual Activity: Assessing Title IX Implementation in Athletics Programs (10 minutes)
B. Small Group Discussions (15 minutes)
C. Large Group Discussion (10 minutes)

Purposes of the Activity:

To provide the participants with an opportunity to share and assess the experiences that they have had in efforts toward Title IX implementation in their school situations

To identify the barriers/constraints that participants have encountered as they pursue the achievement of sex equity in athletics programs

To establish an environment of warmth and interaction in order to set an informal tone for the session

Materials Needed:

For participant use:

Assessing Title IX Implementation in Athletics Programs (Participant Worksheet 1)

For facilitator use:

Chalkboard and chalk, newsprint and markers (one set for every five participants), masking tape

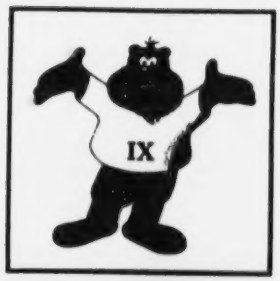
Facilitator Preparation Required:

The facilitator should:

Thoroughly review this total session outline and all participant materials

Review the introductory comments and adapt them to accommodate unique group needs and facilitator style

PROCEDURE



A. Introduction and Individual Activity: Assessing Title IX Impletementation in Athletics Programs (10 minutes)

The purpose of this activity is to provide participants with an opportunity to "get acquainted" and to share their experiences with Title IX implementation. This activity provides valuable data for the facilitator in that the interaction will provide some means of assessing the background of the participants, identifying the resources which are represented in the group, and identifying those areas of the session which may need to be emphasized.

The activity utilizes an assessment worksheet as the basis for small group discussion. Participants are asked to complete the worksheet individually, then to divide into groups according to areas of interests, and to compare experiences and perceptions.

The facilitator may wish to introduce the activity with comments such as the following:

"During the next few minutes we'll be examining our experiences and perceptions of the ways that Title IX implementation has progressed in our schools to date. Please find Worksheet 1 in your Participant Workbook entitled "Assessing Title IX Implementation in Athletics Programs". Please take about five minutes to read the questions and answer them in terms of your experiences in the implementation of Title IX in your schools."

page 1

The facilitator should allow approximately five minutes for participants to complete the worksheet.

B. Small Group Discussions (15 minutes)

Participants will be asked to share their worksheet responses in small groups. These groups should not exceed five persons each and should provide an opportunity for participants with similar priority interests to meet together. Directions for the activity may be provided in the following way:

"Each of us brings our own concerns and perspectives to a session like this, and it is useful if these are made explicit and shared with others. For this reason we are going to ask you to share your worksheet responses with other participants. Although we are all involved in athletics programs, our responsibilities differ. Because it is useful to share perceptions with persons of similar responsibilities, we are asking you to meet with persons who have similar responsibilities/interests.

"We would like you to form groups of not more than five in different areas of the room. When you've formed your groups, discuss your responses to the questions which appeared on Worksheet 1. You will note that newsprint and markers are available for each group of five. As you discuss questions 2 and 3 (the barriers to sex equity and the issues which you would like to have considered in this session), ask one member of the group to write down the group's responses to these questions on the newsprint. You will have about fifteen minutes for your small group discussions. When you are finished, please bring your newsprint to the front of the room where we can post it and discuss it with the total group."

The facilitator should make sure that participants move to the different areas of the room, form groups, and begin to discuss the questions. It is important that each group has at least two sheets of newsprint and a marker. During the small group discussions the facilitator should be available to answer questions and provide any additional information which may be needed.

C. Large Group Discussion (10 minutes)

After participants have had about fifteen minutes to compare their responses, the facilitator should reconvene the total group. At this time the facilitator should ask the groups to display their newsprint at the front of the room (use masking tape). The facilitator should lead the group in a brief review of the information provided on the newsprint sheets which have been posted at the front of the room.

The facilitator should:

- Discuss with participants similarities and differences of the information generated by the various groups

- Indicate if and when participant concerns will be dealt with during the session

- Encourage participants to seek other information resources if their concerns will not be covered

If time permits, participants should be encouraged to discuss any additional observations or comments. The newsprint sheets should remain posted during subsequent activities. The facilitator should make reference to the sheets as appropriate and use the information on the sheets as a means of summarizing and evaluating the activities.

Participant
Worksheet 1

page 1

ASSESSING TITLE IX IMPLEMENTATION IN ATHLETICS PROGRAMS

1. What positive experiences have you had in attempting to comply with the provisions of the Title IX regulation?

2. What are the greatest barriers to the attainment of Title IX compliance and sex equity in athletics programming in your district?

3. What one issue concerning sex equity in athletics programming is in most critical need of attention?

ACTIVITY

2

THE LAW AND ITS IMPLICATIONS

Activity Agenda:

A. Lecture--Title IX and Athletics (10 minutes)
B. Questions and Answers (5 minutes)
C. Small Group Activity: Athletics Case Examples (15 minutes)
D. Large Group Discussion (5 minutes)

Purposes of the Activity:

To provide participants with a common knowledge base regarding the requirements and implications of the Title IX regulation as it relates to athletics programs

To increase participants' skills in identifying discrimination and bias in athletics situations

To provide participants with alternative action steps which may be used for Title IX implementation and the attainment of sex equity in athletics programs

Materials Needed:

For participant use:

Basic Guidelines for Competitive Athletics Title IX Compliance (Participant Information Sheet 2)

Athletics Case Examples (Participant Worksheet 3)

Requirements of the Law: Athletics and Title IX (Appendix A)

Sample Questions and Answers Related to Title IX: Implementation in Athletics Programs (Appendix B)

Suggested Answers to Athletics Case Examples (Appendix C)

For facilitator use:

Requirements of the Law: Athletics and Title IX (Appendix A)

Sample Questions and Answers Related to Title IX: Implementation in Athletics Programs (Appendix B)

Suggested Answers to Athletics Case Examples (Appendix C)

Charts on newsprint, acetate transparency or chalkboard, containing the following information:

Definitions of Sexist and Nonsexist Behaviors,DBFA

Sexist behaviors:

(D) Sex-discriminatory behavior--any behavior which is a violation of the Title IX regulation

(B) Sex-biased behavior--any behavior which reflects stereotyped expectations, assumptions, or behaviors, but it is not specifically prohibited by the Title IX regulation

Nonsexist behaviors:

(F) Sex-fair behaviors--those behaviors which attempt to treat females and males equally or exactly alike. These correspond to corrective actions which may be taken to eliminate discrimination and to achieve Title IX compliance.

(A) Sex-affirmative behaviors--those behaviors which attempt to move beyond equal treatment and to provide experiences which can remedy the effects of past discrimination or bias. These correspond to remedial steps which may be taken in Title IX compliance efforts.

Questions for Analyzing Case Examples

Does the case example demonstrate sex discrimination, i.e., is it a violation of the Title IX regulation?

If the case example does not demonstrate sex-discriminatory behavior, would it be characterized as sex-biased behavior?

If the example demonstrates either discrimination or bias, what are some of the appropriate corrective (sex-fair) and remedial (sex-affirmative) steps which may be taken?

Facilitator Preparation Required:

The facilitator(s) should:

Thoroughly review this outline and all participant materials

Review suggested lecture and adapt it to fit unique group needs and facilitator style

Review Appendices A and B:

Requirements of the Law: Athletics and Title IX

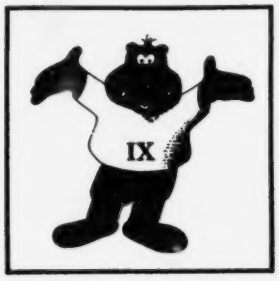
Sample Questions and Answers Related to Title IX: Implementation in Athletics Programs

Prepare charts:

Definitions of Sexist and Nonsexist Behaviors

Questions for Analyzing Case Examples

PROCEDURE



A. Lecture—Title IX and Athletics (10 minutes)

"As you undoubtedly know, the section of the Title IX regulation dealing with athletics is different from the sections which deal with physical education. The assumption is that while both physical education and athletics programs are instructional by nature, there are distinct differences between the programs designed to serve all of the students (e.g., physical education), and those designed to serve special interest groups (e.g., club, intramural, and interscholastic sports). Please find Appendix A, "Requirements of the Law: Title IX and Athletics Programs" in your Workbooks. There is a great deal of information presented.

page 37

"You also have an information sheet on the basic guidelines related to athletics. This should help summarize what we will be talking about as we go through the discussion of the law. Please find Participant Information Sheet 2, "Basic Guidelines for Competitive Athletics Title IX Compliance". Use Appendix A and Information Sheet 2 to follow along as I discuss the law. Feel free to comment if you have need of clarification or if you have additional action steps to share with the group."

page 2

The facilitator should then go over each page of the Information Sheets. The facilitator should briefly cite the specification of the section of the regulation involved and then discuss its effects on athletics (club, intramural, and interscholastic sports). The facilitator may then wish to summarize as follows:

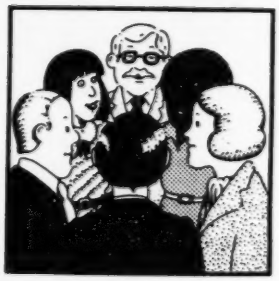
"The general requirement of the Title IX regulation is to offer all students the same opportunities for program activity in sex-integrated programs. In athletics, the regulation permits separate programs of activity as long as the interests and abilities of the students are equitably satisfied. Thus, the establishment of baseline data so that there is substantiation for program decisions is paramount to any action plan for Title IX implementation. Once the program of activities is established, then services provided must be equal. This does not necessarily mean that dollar-for-dollar parity is required but that the services and leadership provided are equitable for all teams, all levels of teams, and the same for separate teams in like sports.

"The athletics section of the Title IX regulation is complex. It has become controversial since, in many sections of the country, the provision of equal opportunity in sports programs is contrary to long established policy. Regardless of our past traditions we are now called upon to ensure that equal opportunity in sports programs is achieved. Timelines for the implementation of equal opportunity in athletics are specified. All interscholastic programs for elementary schools (grades K-6) should have been in full compliance with the Title IX regulation by July 21, 1976. Secondary schools, (grades 7-12) had until July 21, 1978 to come into full compliance.

B. Questions and Answers (5 minutes)

The facilitator should take a few minutes to answer questions related to the implementation of the Title IX regulation in athletics. Clarification of the information presented in Appendix A and Participant Information Sheet 2 can be addressed. The facilitator should note that a list of frequently asked Title IX-related questions regarding athletics is in Appendix B, and should refer participants to the list.

page 46



C. Small Group Activity: Athletics Case Examples (15 minutes)

The review of the requirements of the Title IX regulation is followed by an opportunity to apply the information in athletic program situations.

The facilitator may wish to introduce this activity with comments such as the following:

page 6

"Now that we've reviewed the requirements of the Title IX regulation for athletics programs, let's see how they may be applied in program situations. Please take out Participant Worksheet 3 entitled 'Athletics Case Examples'. You will find a listing of case examples dealing with possible sex discrimination or sex bias in athletics

programs. Please read through the case examples and answer the "Questions for Analyzing Case Examples" presented on the chart.

> Does the case example demonstrate sex-discrimination, i.e., is it a violation of Title IX?
>
> If the case example does not demonstrate sex-discriminatory behavior, would it be characterized as a sex-biased behavior?
>
> If the example demonstrates either discrimination or bias, what are some of the appropriate corrective (sex-fair) and remedial (sex-affirmative) steps which may be taken?

"In completing the worksheet, refer to the "Definitions of Sexist and Nonsexist Behaviors" chart to help you with the appropriate terms to apply to each case example (refer to chart).

"We are going to ask you to form new groups of five persons each for your discussion of the case examples. Although some case examples are provided for elementary and secondary levels, feel free to select cases from either group for your discussions. You will have about fifteen minutes for your discussions."

The facilitator(s) should move among the small groups to see that they are able to answer the questions and make the relevant distinctions. Groups should be provided about fifteen minutes to discuss the cases.

D. Large Group Discussion (5 minutes)

After the groups have had about fifteen minutes to discuss the case examples, the facilitator should reconvene the total group. Before moving into a discussion of the content of the worksheet, the facilitator should review, summarizing questions with the group such as the following:

> "Was it useful for you to think of the cases in terms of sex-discriminatory behaviors and sex-biased behaviors?"

"What types of remedial and corrective actions did you find appropriate to use for the cases?"

After the participants have responded to these questions, the facilitator should refer them to Appendix C, which provides possible answers to the case examples. The facilitator should suggest that they may wish to review these worksheets to determine the similarity and differences with their answers. This may be done at their leisure.

page 52

The session may be summarized with comments such as the following:

"It would be well to remember that no matter how knowledgeable we are, we all have been taught to be discriminatory and/or biased in our everyday activities. These biases may be overt or covert. The mere implementation of Title IX will not erase or eliminate sex discrimination or sex bias. This will occur only when and if each individual internalizes the concepts of equity and takes day-to-day action steps which help overcome attitude, program, practice, or policy differences which have contributed to the nonprovision of sex equity. Once a clear understanding of the law and its regulation is mutually achieved, then groups can proceed toward compliance with the law.

"In the next activity, we will begin the process of learning how to work toward the establishment of sex equity in athletics programs. We have learned in reviewing the regulation's requirements that sex equity in athletics programs is complex. For this and other reasons, the regulation does not dictate how to go about achieving sex equity. It simply says: 'Get there'. We as educators will consider some ways to go about this important task."

Participant Information Sheet 2

page 2

BASIC GUIDELINES FOR COMPETITIVE ATHLETICS TITLE IX COMPLIANCE

1. Athletics programs may not be conducted on the basis of sex unless:

   The teams are involved in contact sports such as football, basketball, wrestling, ice hockey, or rugby. (NOTE: Other sports, whose purpose of major activity involves bodily contact, may be deemed contact sports but districts must apply to the Office of Civil Rights for permission to treat sports other than those listed as contact sports.)

   Selection for participation on the team is based on competitive skill.

2. Title IX permits but does not require schools to field separate teams for the exemptions listed in number 1 unless the operation of separate teams is necessary to satisfy the interest and abilities of both sexes.

3. If a school fields a team in a non-contact sport for one sex but not the other then members of the excluded sex must be allowed to try out for the team unless the overall athletic opportunities for the excluded sex have been greater than those opportunities for the sex which the team proposes to serve.

4. Title IX makes the following provisions for INTRAMURAL or CLUB activities:

   No student may be denied participation in contact or non-contact sports for which there is or is not a selection criteria based on skill if sufficient interest exists among members of the sex that would otherwise be excluded and if there are fewer opportunities for members of that sex to participate in sports at the level of competition in question.

   Teams in non-contact sports for which the criteria for participation is interest other than competitive skill may not be limited to members of one sex.

5. The Title IX regulation allows schools to conduct single teams (comprised of members of both sexes) only if competitive skill is a selection criteria and if the needs, interests, and abilities of both sexes are effectively accommodated by having only one team.

Should the overall effect of offering only one team mean that many interested members of one sex are excluded due to lack of sufficient skill, then the offering of one team would not be meeting the needs and abilities of both sexes.

6. Equal opportunity to participate in athletics must be provided to members of both sexes. While this does not require parity in fiscal support, there must be evidence that equitable services are provided in these and other areas:

   Effective accommodation of the interests and abilities of members of both sexes in sports and levels of competition offered (best validated through use of student, parent and faculty survey data compilation and interpretation);

   Equipment and supplies provided;

   Travel and per diem allowance provisions;

   Opportunities to receive coaching and academic tutoring;

   Access to locker rooms, practice and competitive facilities;

   Access to medical and training facilities and services;

   Access to housing and dining facilities and services; and

   Efforts to provide publicity

7. Eligibility standards, medical examination requirements, and other criteria for requisite skill (grade average, etc.) must be the same for members of both sexes.

8. Schedules (length and duration, not necessarily season) and supervision must be the same for teams of one sex if there is a like team of the other sex.

9. Opportunities to play before an audience must be comparable.

10. Teams may be coached by members of the opposite sex and districts must seek out the best qualified candidate to coach the team in question.

11. Athletic coaches must be assigned coaching and supervisory duties (other than locker room supervision) on the basis of their qualifications rather than their sex or the predominant sex of the students to be coached.

12. Athletic staff members may not be treated differentially on the basis of sex in hiring, job assignment or classification, compensation, or any other condition of employment.

13. Title IX regulations may not be superseded by adherence to other sports governance bodies (high school federations, leagues, recreation departments, local policy, etc.). Either the policies and practices which conflict must be changed or schools must withdraw from the conflicting governance body.

14. Title IX makes no requirements regarding the administrative structure of the athletic department(s) and staff. If, however, any changes are made to the area of after-school sports, these changes may not have an adverse effect on the employment or the job-grading of members of one sex.

15. Elementary schools should have been in full compliance with the regulatory requirements for nondiscrimination in intramurals, club sports and interscholastics by July 21, 1976. Secondary schools had until July 21, 1978.

16. If noncompliance with Title IX requirements for nondiscrimination is identified, two forms of action must be taken:

    Modifications must be made to correct any policies, procedures, or practices which have been found to discriminate; and

    Remedial steps must be taken to alleviate the effects of any discrimination identified.

Prepared by Kent Boesdorfer and Shirley McCune as included in Title IX Compliance in Physical Education and Athletics: A Workshop in Awareness and Diagnosis, Working Paper for a Trainin Information Workshop, Denver, Colorado, 1977.

Participant
Worksheet 3

page 6

ATHLETICS CASE EXAMPLES

Listed below you will find a number of case examples of situations which may occur in the day-to-day operation of physical activity programs. Please read through each one and answer the following questions:

Does the case example demonstrate a violation of the Title IX regulation?

If the case example does not demonstrate a violation of the Title IX regulation (sex-discrimination), would it be characterized as a sex-biased behavior? (Mark each case example with either D (discrimination), B (biased), F (fair), or A (affirmative)).

If either of the conditions exist (sex-discrimination or sex-bias), what are some of the appropriate corrective and remedial steps which may be taken?

Athletics--Elementary School Case Examples

1. The Washington Carver Elementary School is going to have a field day. Events are planned for all boys and girls. Boys will do the 100-yard dash, the 440 run, the 880 relay and the tug 'o' war. The girls will do a 50-yard dash, a 440 relay, an oral message relay, and a three-legged race.

2. While coming home from the playground, you notice Mark, the captain of the losing team gently, crying. A colleague you are with tells him to "stop cryng and act like a man".

3. Cheerleader try-outs for the Pop Warner football league are being held on your school grounds and sponsored by two of your teachers. After many days of spirited workouts, the squads selected are posted on the bulletin board. You, as the principal, notice that no boys or members of any of the minority races have made any of the squads even though many tried out and many male minority students are members of the football teams. What would you do?

4. The little league for boys baseball wants to use the school fields for practice and play. What should the principal do?

5. The YMCA wants to run a boys' soccer league on the school fields on Saturdays. What is the principal's decision?

6. Sally wins the 50-yard dash by outrunning all of her classmates. The teacher comments, "Why, you're just another Bruce Jenner."

Athletics--Secondary School Case Examples

1. Thirty-two girls want to come out for the varsity football team. The coach tells them that he's sorry, but they cannot.

2. The high school fields one golf team and effectively announces that it is open to all students. Twenty boys and sixteen girls try out. Eight boys make the team. No girls are selected.

3. Volleyball is one of the major sports for girls at Tulare High School. This fall six boys approached the coach and indicated that since they were better players than any of the girls on the existing team they should be the school's team. The coach, Mr. Bing, thanked them but related that the girls would continue to represent the school since boys currently had fourteen teams on which to compete in eight sports and the girls had only seven teams in five sports.

4. The sum of $10,000 a year is allocated to Kennedy High School for Athletics from the school board each year. The girls' athletic director is demanding that $5,000 be allocated to each of the athletic staffs--male and female.

5. League regulations allow the boys' varsity basketball team to play a total of 28 games per season (including holiday/invitational tournaments), while girls may play only 18. Championship playoffs are planned for the boys' team but not the girls.

6. In an effort to expand the girls' athletic programs, the principal announces to all of the women physical educators that they must each coach a girls' team during the next term or be relieved of their teaching contract.

7. The student body president, in a budget hearing regarding the disbursement of student body funds, announces that when and if girls sports can draw a crowd, the student body will consider giving them funds as are currently awarded the boys' athletics teams.

8. The school paper has six reporters on its sports staff-five boys and one girl. The coverage of school sports reflects 80% for boys' teams and 20% for girls even though there are four boys' teams and four girls' teams currently in season.

9. Today the athletics staffs will vote on the male athlete of the year and the female athlete of the year.

10. Sally is an outstanding swimmer. She wants to compete with the boys' swimming team because there is no girls' swimming team. Even though she is the best diver in school, she is denied the right to compete on the boys' teams. Her parents want to know what they can do.

Prepared by Barbara Landers, State of California, Department of Education, 1977.

ACTIVITY

3

ASSESSING ATHLETICS PROGRAM OBJECTIVES

Activity Agenda:

A. Lecture--Providing Athletics Equity: Where Do We Begin? (10 minutes)
B. Individual Activity: Athletics Objectives for Female and Male Students (10 minutes)
C. Large Group Discussion (10 minutes)

Purposes of the Activity:

To provide participants with insights as to their own values regarding program objectives for athletics

To identify the similarities and the differences in the values, activities, and operation of existing women's and men's athletics programs

Materials Needed:

For participant use:

Athletics Objectives for Female and Male Students (Participant Worksheet 4)

For facilitator use:

Chart on newsprint, transparency or chalkboard to tabulate participant answers: (see following page)

BEST COPY AVAILABLE

ATHLETICS OBJECTIVES FOR FEMALE AND MALE STUDENTS

Exercise A.

Directions: Listed below are eight possible objectives for physical education and eight different objectives for athletic programs. Rank each column from 1 to 8 with #1 being the most important. List other possible objectives at the bottom of the page but do not include them in your ranking exercise.

Physical Education OBJECTIVES— For students to develop:	Ranking For P.E.	Ranking For Athletics	Athletic Program OBJECTIVES— For students to provide:
A. A positive sense of competition			A. Entertainment
B. Gracefulness and effective body management			B. Opportunities for the gifted
C. A high level of skill in many sports			C. Training for sports scholarship candidates
D. A sense of cooperation and responsibility			D. Sports services for the largest number of students possible
E. Social skills and recreational opportunities			E. A laboratory for positive character development
F. Optimal physical fitness levels of performance			F. Competitive experience in a wide variety of sports
G. Varsity athletic calibre skills			G. Championship experiences in a limited number of sports
H. Positive values related to physical education concerns			H. An extension of the physical education instructional program

OTHERS: (Do Not Rank)

OTHERS: (Do Not Rank)

Facilitator Preparation Required:

The facilitator(s) should:

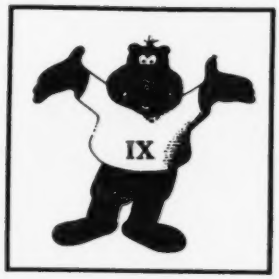
Thoroughly review the total session outline and all supportive materials

Review suggested lecture and adapt it to fit unique group needs and facilitator style

Prepare the needed transparency or chart for the group tabulation of participant worksheets

BEST COPY AVAILABLE

PROCEDURE



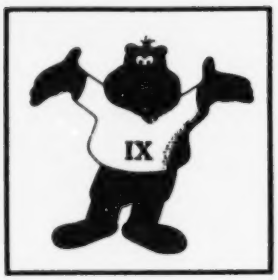
A. Lecture—Providing Athletics Equity: Where Do We Begin? (10 minutes)

"During this session related to Title IX and its regulation we discovered that the regulation itself does not speak to the question of attitudes per se, but that criteria for programs, policies, and practices are specified explicitly. This is to say, we now know that instructional efforts must be coeducational in physical education. Under certain circumstances, however, athletics programs may be conducted separately.

"At the earliest levels of instruction, grades K-3, the trend for the past decade has been one of coeducational programs. In accordance with Piaget's theories of development, more and more programs are focusing in on the specific needs of children and the process emphasis of helping children learn how to learn. If a district has adopted such programs, it would usually mean that they would already be in compliance with Title IX for all program efforts conducted on a coeducational basis and all evaluation would be made through individual analysis as opposed to the use of group comparative data.

"When one considers the equity of athletics programs, the critical areas of concern seem to be grades 4-9 and the other grades if the 'trends' have not been pursued and/or adopted. In grades 4-9 the traditional scene reveals sex-segregated or otherwise inequitable programs which are patterned after sex-stereotyped expectations and assumptions. Boys are thought to be more 'manly' if they are able to excel in the physical domain and girls are thought to be out of the mold if they actively pursue robust or competitive activity. Dealing with parents, children and teachers who hold these outdated beliefs becomes a major part of any attempt to equalize programs in order to begin to achieve sex equity.

"The fact remains, however, that changes will have to be made. Whether this process becomes an experience of traumatic shock or an exercise in program evaluation and subsequent improvement is entirely up to the persons who are involved in the process. Should there be rejection of the concepts of equal opportunity and equitable treatment for all students, then one may expect that



minimal effort will be expended toward making the equalization process effective or positive.

"If, on the other hand, a spirit of cooperative communication is in evidence and the concepts are accepted as 'givens', then the exercise could be stimulating and, in the long run, beneficial for all concerned. Students are likely to receive instructional effort better suited to their needs; teachers may feel a larger sense of accomplishment because they will be dealing with a more individualized form of course organization; administrators may observe that more students are eager for athletics participation as their needs are being met in such a way that success and improved self-concept are natural components of the 'new' athletics program; and parents may recognize that some students are indeed gifted performers in need of intensive instruction in order to master movement competencies. The 'new' athletics program can provide for these differences more effectively than the 'old' athletics programs.

"Now, where does one start? Some districts have started with an authoritative edict which is likely to alienate everybody. Others have decided to 'study' the situation--indefinitely. Still others recognize that those who will have to implement the new programs must have opportunities to determine their educational philosophies and how those philosophic beliefs can be assimilated in effective programs designed to serve <u>all</u> students.

"We can begin this process of change by making sure that we are clear about our philosophy of athletics. What do we believe to be the purpose of athletic programs and how can the programs best be complemented? What are our objectives for athletics activities? Are these the same for females and males? Are they different? If we had to equalize female and male programs today, what would be our goals and objectives?

"The answers to these questions are crucial for understanding the varying points of view which are likely to emerge as we move toward equalizing female and male athletics activity programs."

B. Individual Activity: Athletics Objectives for Female and Male Students (10 minutes)

The facilitator should instruct participants to find Participant Worksheet 4, "Athletics Objectives for Female and Male Students", and give the following instructions:

"The worksheet entitled 'Athletics Objectives for Female and Male Students' will help you diagnose your beliefs regarding the objectives you have for students who participate in your athletics and sports activities. You have about five minutes to complete the worksheet. Rank order each item from 1 to 8 with 1 being the most important. Please note any additional objectives you would want included on the bottom of the sheet; but for this exercise, do not include them in your ranking.

C. Large Group Discussion (10 minutes)

When the participants have completed their tasks (about ten minutes), the facilitator should give the instructions for analyzing the sheets:

"On the back of your worksheet are the instructions for analyzing this exercise. Select a partner, preferably one of the opposite sex, and work together to complete the process. As the instructions indicate, you are to tally your scores for each of the categories. Then see if this new set of scores really makes a difference in your original ranking order. For example, if you ranked item A--Entertainment--as a 4 and your partner ranked it with a 1, the composite score would be a 5. Once all composite scores are completed, then you can contrast their new rank order (from least high to highest) and observe where the changes occurred. This will give you insights into the critical areas of difference between the two parties involved. Any questions?"

As the participants compute their scores, the facilitator should move about the room and assist any of the pairs who may be having difficulty.

As soon as the participants have completed their tallying and initial observations, the facilitator should say the following:

"Did you find a wide variance? If so, were the objectives fairly close to one another or definitely polarized? The more the polarization, the more changes will be necessary to reconcile program goals. Now, work with your partner and try to reconcile the top three objectives for each of the categories. Remember--use tact! You want to be able to deal with one another amicably for a long time! You have five minutes for this activity."

At the end of the five minutes, the facilitator should stop the discussion and ask the following questions:

> "How many of you had difficulty trying to achieve consensus?"
>
> "How many of you recognized different values which you've encountered in trying to equalize your own programs?"
>
> "Were your top priorities mutually exclusive?"
>
> "How would you organize a program which could meet your mutual objectives?"
>
> "Do you see how this could be a productive exercise for whole departments to use with staff members who are involved in departmental mergers or Team Teaching efforts?"

The facilitator should close by making sure that the following points are made:

> The objectives which we identify influence the ways we organize our programs.
>
> Each objective and subsequent programs result in some expanded ways and some limitations for meeting the needs of all students.
>
> Equalizing programs can result in providing greater alternatives for students and extending the capabilities of staff.

Participant
Worksheet 4

page 9

ATHLETICS OBJECTIVES FOR FEMALE AND MALE STUDENTS

Exercise A

Directions: Listed below are eight possible objectives for physical education and eight different objectives for athletic programs. Rank each item (A-H) from 1 to 8, with 1 being the most important. List other possible objectives on the following page but do not include them in your ranking exercise.

Physical Education OBJECTIVES-- For students to develop:	Ranking For P.E.	Ranking For Athletics	Athletics Program OBJECTIVES-- To provide for students
A. A positive sense of competition			A. Entertainment
B. Gracefulness and effective body management			B. Opportunities for the gifted
C. A high level of skill in many sports			C. Training for sports scholarship candidates
D. A sense of cooperation and responsibility			D. Sports services for the largest number of students possible
E. Social skills and recreational opportunities			E. A laboratory for positive character development
F. Optimal physical fitness levels of performance			F. Competitive experiences in a wide variety of sports
G. Varsity athletics calibre skills			G. Championship experiences in a limited number of sports
H. Positive values related to physical education concerns			H. An extension of the physical education instructional program

OTHERS: (Do Not Rank)

_____

_____

_____

OTHERS: (Do Not Rank)

_____

_____

_____

Directions for Scoring: Select a partner of the opposite sex and total the numbers given as a ranking for each of the objectives. Does this total, when taken in its numerical order (from least high to highest), change the ranked position of your objectives? To what do you attribue the existing discrepancies?

Exercise B

Working with a partner of the opposite sex, list the three top objectives one should have for "Student Athletics".

1. _____

2. _____

3. _____

Exercise C

Discuss with the group what must happen to reconcile the differences.

ACTIVITY

4

DEVELOPING A PERSPECTIVE FOR CHANGE

Activity Agenda:

A. Lecture--Change and How to Make It Happen (15 minutes)
B. Questions and Answers (10 minutes)

Purposes of the Activity:

To provide the participants with a practical model for change which, if applied effectively to program areas, could assist them in achieving sex equity

To provide participants with an overview of the steps for change and the skills for conflict management

Materials Needed:

For participant use:

None

For facilitator use:

Charts on newsprint, transparencies or chalkboard containing the following information:

The C's in Change

The committment of the persons involved

The communication of our goals

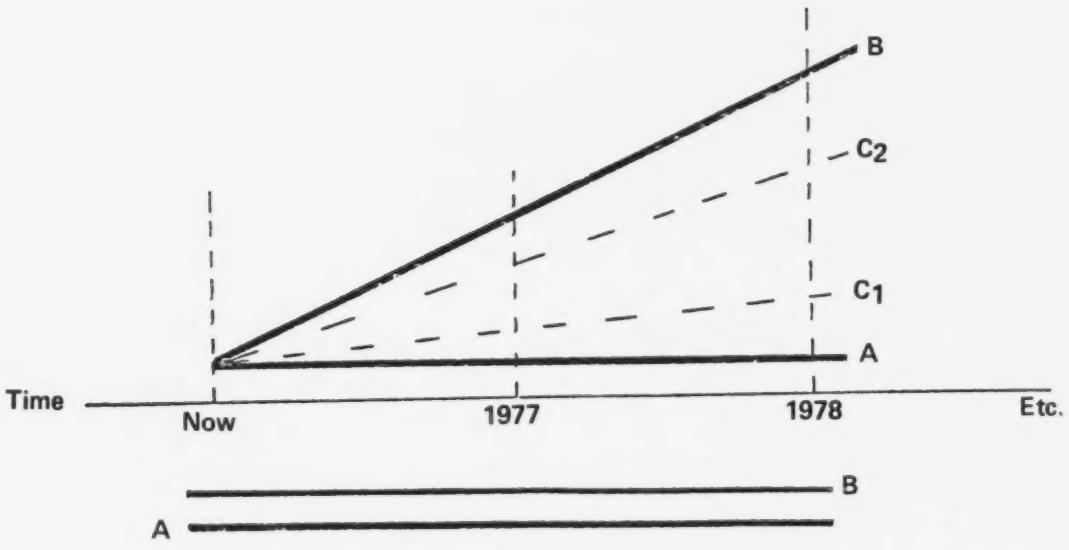
The cooperation receives/given by all involved

The concentration evidenced by the time actually spent working toward achieving the identified desires outcomes (see line B)

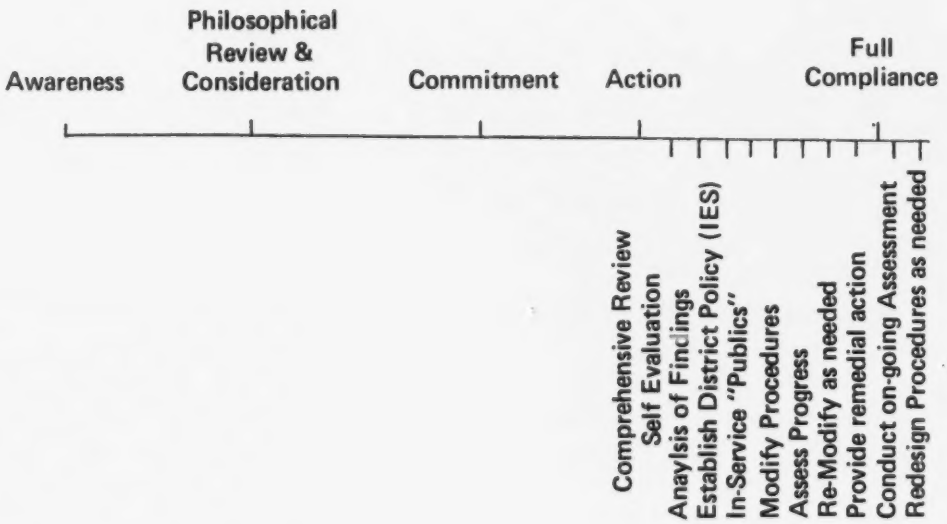
The compassion extended toward one another as varying viewpoints/philosophies/strategies are explored

The degree of caring which is demonstrated on an on-going basis as change is attempted

A Suggested Model for Change - - -



Change - - A Suggested Continuum



Facilitator Preparation Required:

The facilitator(s) should:

Thoroughly review the total session outline

Review suggested lecture and adapt it to fit unique group needs and facilitator style

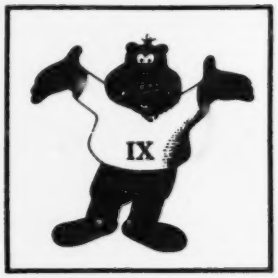
Prepare charts:

The C's in Change

A Suggested Model for Change

Change--A Suggested Continuum

PROCEDURE



A. Lecture—Change and How to Make It Happen (15 minutes)

"All of our effort up to this point has been directed toward learning about Title IX and other sex equity issues. In our last activity we discovered that agreement regarding the basic intent of athletics was not easily, if ever, reached. Title IX does not say that any one program approach or any one response to any of the nondiscrimination requirements is the preferred model. The Title IX regulation does require that a self-evaluation be conducted by each school district and that changes be made if discriminatory behaviors, practices, policies, or programs exist.

"In another of our activities we have seen that sex-discriminatory and sex-biased behaviors exist in the everyday situations we all face. So, the assumption must be made that change of some sort, to some degree, will need to occur. Athletic programs must clearly meet the demonstrated interests and abilities of the total student population.

"Changes mandated by law usually bring about polarized acceptance or rejection and every other type of behavior possible along the intervening continuum. Radicals want immediacy; conservatives want to wait and see. Pragmatists want a sure-fire model to copy; and diehard adversaries want the law, its enforcers, and all advocates to go away! The recent surge of Federal legislation to guarantee human rights has legally 'done away with' discrimination based on race, social/cultural background, handicapping conditions, and now sex.

"Merely passing a law and presenting regulations for the implementation of the various statutes does not, in reality, guarantee that the constituency addressed by the law will indeed receive the immediate benefits of the law. Delays, ruses, diversionary tactics, and outright defiance often are the strategies used by those who must act as the change agents to bring about the needed review, analysis and subsequent revision of programs, policies, practices, and procedures covered under the law.

"Other leaders, however, embrace the concepts and intent of the legal mandate and are quick to see that ongoing

review and revision are good for growth, self-renewal, and can serve as opportunities for improved services and programs. Such leaders use laws which dictate social reform as doorways to the improvement of programs, and not as hurdles which further clutter and contribute to discriminatory behaviors which erode programs in general and oppress individuals, restraining them from optimal development.

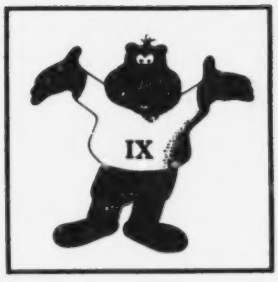
"Ideally, once school districts are made aware of the concepts emphasized in the Title IX law and regulation, change should occur along this suggested continuum."

The facilitator should direct participants' attention to the chart, "Change--A Suggested Continuum", and briefly comment as follows:

"Although there are many ways that we can think about change as it relates to Title IX, one way to view the process is to envision the steps which need to be taken. As you can see on the chart provided, change moves from awareness, to review, to commitment, and ultimately to action. Many of our districts have taken the first action steps toward lasting change, but these efforts must continue if the change is to make a difference in the services we provide to students.

"Since this session deals with Title IX and sex equity as they apply to athletics, the following comments regarding a proposed model for change is predicated on the assumption that a positive commitment to nondiscrimination has been made and that an appropriate directive calling for the immediate compliance with Title IX has been sent to all personnel from the policy makers or their designates. It is then necessary for athletic personnel to begin the process of self-evaluation and implementation of appropriate remedial and corrective steps.

"Whenever change is imminent, the question of the amount of change becomes paramount. Some people change only from fear in response to threat. So it is with many who react negatively or overreact to the Title IX requirements. The least possible compliance efforts are usually taken when this attitude exists. In truth, little changes except the relevant paper shuffling and filing process. Districts can 'survive' with this 'paper compliance' until



challenged and/or reviewed and found to be out of compliance in the areas of process and programs.

"Others who are directed to come into compliance do so with a feeling of confidence and security. In fact, the self-evaluation process is looked upon as a positive experience--an opportunity to review, contemplate, analyze, stretch and improve the services, programs and process provided for students. The following model addresses this educationally defensible group."

The facilitator should direct participants' attention to and discuss "A Suggested Model for Change" as follows:

"This diagram suggests that there is a clear indication of what actually exists; the 'A' line for 'What Is', a 'B' line for 'What Should Be' and 'C' lines which indicate the changes which can take place (to varying degrees) based on:

(The facilitator should now also refer participants to the chart, "The C's in Change", and comments on COMMITMENT, COMMUNICATION, COOPERATION, CONCENTRATION, COMPASSION, and CARING as it relates to the model on the preceding chart.)

the Commitment of persons involved

the Communication of our goals

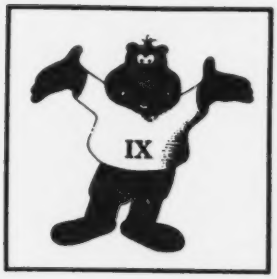
the Cooperation received/given by all involved

the Concentration evidenced by the time actually spent working toward achieving the identified desired outcomes

the Compassion extended toward one another as varying viewpoints/philosophies/strategies are explored, and

the degree of Caring which is demonstrated on an ongoing basis as change is attempted

"Thus, to apply this model for change, those involved must identify 'What Actually Is' (the 'A' line). This must be done accurately, honestly, succinctly, and, as far as possible, impersonally. If what actually is is what 'ought to be' (the 'B' line), then no change is



necessary immediately and the model would look like this:

The facilitator should point to the parallel lines found at the bottom of the "Suggested Model for Change" chart, commenting:

"The program would be paralleled for excellence. Usually, however, this is not the case and the model resembles the original drawing in this section, and the need for change is indicated. Then the questions arise:

What really 'ought to be'?

Who can decide?

How can we get there?

What help do we have?

What barriers must we overcome?

When will we know we have arrived?

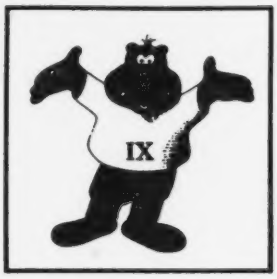
"When applying this model to athletics as it relates to Title IX, the answers to the above questions can vary from suggestions/solutions which will lead to minimal change or strategies/attempts designed to provide opportunities for optimal program enhancement. The degree of change ultimately achieved will depend upon one's individual skills, the group's composite skills, the resourcefulness of all involved, and the initial optimal goal agreed to as the apex of line 'B'.

"In our next activities, we will discuss a number of alternatives as they could be applied to athletics. When we discuss these alternatives, we will use these 'common sense' steps for application of the model to achieve systematic change and program improvement in order to effectively implement sex equity. These 'common sense' steps include:

STEP ONE: consider 'WHAT IS'

STEP TWO: consider 'WHAT CAN BE'

STEP THREE: plan 'WHAT WILL BE' in light of recognized constraints



STEP FOUR: IMPLEMENT the plan

STEP FIVE: EVALUATE and REDESIGN as necessary

"As groups enter into exploration of possible change, it is always hoped that those involved in the process can reach consensus, but the reality of any change process is that conflict(s) may emerge, causing the group to have to strive for acceptable, yet meaningful compromise(s). If the fifth step (EVALUATION and REDESIGN) is actively addressed, then compromising may be merely the establishment of intermediary steps which would not threaten the long-range achievement of the desired goal.

"As athletics personnel and physical educators we are involved in change efforts and the inevitable conflicts which arise in the change process. For this reason it is essential that we work to increase our skills in conflict management. As we work through the process of implementation of Title IX, we should strive to increase our conflict management skills and work to:

become more skilled in anticipating problem areas

be able to communicate effectively so as to reduce emotional confrontations

be willing to explore all parameters of an issue and give credence to another's point of view

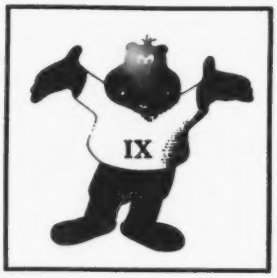
be able to suggest various alternatives for solutions to the identified problems

be able to weigh the pros and cons of each alternative

be able to prioritize problem areas and/or solutions to complex issues

be willing to attempt the implementation of the alternative/priority selected

"These skills in conflict management can assist your efforts in implementation of Title IX and attaining sex equity. They are also important skills for dealing with nearly every area of our lives. As we focus on Title IX implementation, it is important that we see it as an



opportunity to develop our own skills and to grow."

The facilitator should use this opportunity to summarize the preceding activities and to preview the activities to follow. The following comments would be appropriate:

"During this session we have examined the requirements of the Title IX regulation as it affects athletics programs; tested our skills in recognizing discrimination and bias in physical activity programs; reviewed the objectives of athletics programs; and considered some of the issues in change. These experiences provide us with the background that we need as we move to the development of individual and institutional change plans.

"In the next activities we will be turning to a more indepth consideration of the specific 'how-to's' for implementing Title IX and attaining sex equity. As we look ahead to working on applying specific 'how-to's' to athletics programs, begin thinking about these questions:

> How can I establish change goals for my own activities?
>
> What actions can I take which would assist the department and the school in change?
>
> What skills do I bring to any change effort, and how can I increase my skills?

B. Questions and Answers (10 minutes)

The facilitator should allow a few minutes for questions and clarification of any points made during the lecture or in other activities.

ACTIVITY

5

IMAGES OF SEX-INTEGRATED PROGRAMS

Activity Agenda:

A. Introductory Comments (5 minutes)
B. Film--"An Equal Chance Through Title IX" (25 minutes)
C. Large Group Discussion (10 minutes)

Purpose of the Activity:

To provide participants with examples of sex-integrated programs

Materials Needed:

For participant use:

An Equal Chance Through Title IX (Participant Worksheet 5)

An Equal Chance Through Title IX: An Analysis (Appendix D)

For facilitator use:

Film, "An Equal Chance Through Title IX" (available from the Colorado State Department of Education)

16mm sound film projector; viewing screen

An Equal Chance Through Title IX: FILM NARRATIVE AND MAJOR POINTS (see pp. 43-49)

Facilitator Preparation Required:

The facilitator(s) should:

Thoroughly review session outline and participant materials

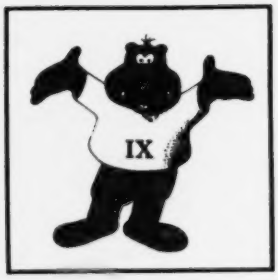
Review suggested comments and adapt them to accommodate unique group needs and facilitator style

Obtain and preview the film, "An Equal Chance Through Title IX"

Read and study "An Equal Chance Through Title IX: FILM NARRATIVE AND MAJOR POINTS

Arrange for necessary audiovisual equipment

PROCEDURE



A. Introductory Comments (5 minutes)

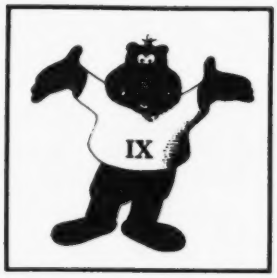
The purposes of this activity are to review the content provided in the activities just completed, to outline the plans for the activities to follow, to provide participants with images of sex-integrated programs, and to consider the implications of sex-integrated programs for the participants' schools.

The facilitator and any persons assisting with the session should be introduced if they have not been introduced before. After this has been accomplished, the facilitator should review the previously completed activities and the plans for the activities to follow. The following comments would be appropriate:

"We have concentrated on reviewing the requirements of the Title IX regulation, checking and extending our skills for identifying discrimination and considering our philosophies of athletics programs. As we went through these activities, we realized that the attitudes of students, parents, and other physical educators toward sex-segregated programs represent every point on the continuum of human behavior--there are people who want immediate action, and those who want to maintain the status quo and avert the law and its requirements.

"We find ourselves faced with the situation that Title IX is the law of the land, but there is little specification of the process(es) we might pursue in order to come into compliance with the law. We must review our programs to determine if sex discrimination and bias exist. If they do exist, we must change our programs to meet the standards of nondiscrimination. Since most of us discovered that there are as many ways to change as there are people and combinations of people, it is important that we establish a common frame of reference for considering those changes which may be most desirable for our situation.

"We plan to continue to explore the many alternatives from which we can develop a plan for change. The focus of the activities to follow will be on the practical alternatives which may be used for achieving sex equity.



"To accomplish this task we will spend some time together considering how sex-integrated programs might look. In this way we can explore 'What Can Be' in our athletics programs. Then, we'll consider the 'hows' of moving from 'What Is' to 'What Can Be'.

"Let's begin our task by thinking about the question 'What Can Be'. Change begins with a realization of the need for change and an image or vision of what changes we want to make. If we are not clear about where we are going, it is unlikely that we will be able to accomplish any significant change.

"At this time we're going to view a film prepared by the American Alliance for Health, Physical Education, and Recreation which is designed to give us some images of 'What Can Be'. You will view programs which schools are currently developing to implement the merging process which is necessary to comply with Title IX. You will see real programs; there was no attempt to 'stage' the action.

"Before we see the film, please find Participant Worksheet 5 entitled, 'An Equal Chance Through Title IX'. We have asked you to consider six questions:

page 11

What are your general reactions to the film?

What assumptions and operating guidelines seemed to be made about students and the physical activity programs depicted in the film?

What assumptions did you think were being made about the similarities and differences of female and male students?

What positive values do you believe would result from these programs?

How could the programs or aspects of the programs depicted in the film be adapted and/or incorporated in your physical activity program?

What problems, if any, would you anticipate in implementing these programs or features of these programs in your schools?

"Try to keep these questions in mind as you view the film. After the film, we'll discuss these questions in the total group."

B. Film—"An Equal Chance Through Title IX" (25 minutes)

The facilitator(s) should show the film.

C. Large Group Discussion (10 minutes)

After the film has been shown, the facilitator should ask the participants to take a couple of minutes to jot down their answers to the questions provided on the worksheet. When this has been completed, the facilitator should process the reactions of the group. The questions on the worksheet can be used as the basis for the discussion. The facilitator should use Appendix D, "An Equal Chance Through Title IX:" An Analysis, to suggest additional answers to participants. It may be useful to urge the group to focus on the programs or program aspects that could be used in their schools.

During this discussion it is not necessary or desirable to hear all of the responses of participants. The goal should be to obtain a sample of participant responses and then prepare the group for the next activity.

After several responses have been discussed, the facilitator should refer participants to Appendix D, "An Equal Chance Through Title IX: An Analysis", in their Workbooks. The analysis sheet provides participants their own copy of suggested answers to the discussion questions.

page 67

"AN EQUAL CHANCE THROUGH TITLE IX"* FILM NARRATIVE AND MAJOR POINTS

Major Points and Assumptions	Narrative
All students deserve the opportunity to reach their full potential, both mentally and physically.	"Women", advised Aristotle, "may be said to be inferior men." Though it has taken more than two milleniums, most people have come to believe that both sexes deserve equal opportunity to reach their full potential...that all persons--both men and women--must be given equal treatment before the law. That's what Title IX of the Education Amendments of 1972 is all about...it says that no person may be excluded on the basis of sex from any educational program or institution receiving any federal support. Simply interpreted for physical education that means that all physical education classes will become sex integrated.
Many schools will have to change the programs.	That puts the burden of change on school classes and activities which have been traditionally sex segregated. Change does not come easily. We hope that this film will help make the changes required by Title IX easier for the people who have to change the most.
Sound physical education programming can be run on a sex integrated basis.	Schools all over the country are proving that Title IX can enhance and complement sound physical education programs. Hundreds of schools anticipated Title IX and already have almost totally sex-integrated physical education. (Location sound: "I got it") (Location sound)
Sex-integrated physical education classes are common in the early grades.	Traditionally the early grades were seldom sex-segregated.
Movement competence is essential to later physical development. Physical competence is essential to total development.	Boys and girls together learn the early movement patterns that are the building blocks for future achievement. Every child needs physical activities for total development.

*American Alliance for Health, Physical Education and Recreation (AAHPER), 1201 Sixteenth Street, Washington, D.C. 20036.

Major Points and Assumptions	Narrative
	Elementary physical education is provided under direction of a physical education specialist supported by the classroom teacher. There is no question that developmental needs are equal for both boys and girls. As early as 4th or 5th grade, though, sex stereotyping begins--even with something as natural as handling a ball. Traditionally teachers separated boys and girls so boys could learn about sports not supposed to be suitable for girls.
Physical development instruction is needed by females and males. Sex stereotyping takes place early in the schooling process.	
Sports have been presented as activities inappropriate for females. Males have been urged to be actively involved in sports.	
One of the ways to build self-confidence is through a positive self concept and successful physical activity.	Any activity that a child can accomplish that builds self concept and forms a basis for self confidence is a good activity.
Historically, physical self-confidence has been important for males and not females.	Title IX is helping to dispel these outworn ideas of "suitable" activities that have grown out of old sex-stereotyped ideas.
Physical activity programs are usually integrated at the elementary school level.	The specialist here is working with boys and girls to combine rhthym with movement concepts. There are few problems in complying with the requirements of Title IX in elementary physical education.
It is important that both males and females have opportunities to develop leadership.	Opportunities may be provided for boys and girls to be leaders.
Sports require complex physical skills.	In the intermediate grades boys and girls operate in a more structured situation. A teacher's first task is to see that all boys and girls are ready for the more complex physical skills needed for sports.
Historically, there have been different activities, skills, and emphases for male and female programs.	Many of these sport skill activities have traditionally been available separately to boys and girls. In the sex-segregated classes, pairing and grouping were usually based on size, age, strength, skill, or weight.
Grouping by size, age, strength, skill or weight are objective criteria. Grouping by sex is not an objective criterion.	Grouping by size, age, strength, skill or weight applies in sex-integrated classes also, with special attention given to individual differences.

Major Points and Assumptions	Narrative
Integration of physical education must continue into intermediate school.	The only difference made by Title IX is that boys and girls not be separated by sex but continue to be together in classes as they were in the primary grades.
Students need positive reinforcement. Students can help one another.	Students receive help and encouragement from the instructor and coach each other as they begin to learn the details required by special activities.
Safety is important and the responsibility of staff and students.	Teachers are concerned with safety and make this a vital part of learning. Safety is a mutual responsibility shared by all. Here again, it is important for both boys and girls to be equally responsible.
Physical contact activities may be conducted on a sex-segregated basis.	In many classes in today's physical education both boys and girls are attracted to the martial arts and wrestling. But boys and girls are not required to wrestle together. This wrestling class is made up entirely of boys.
Females can be challenged by strenuous physical activities. Title IX is not a curriculum law. Equal access and integrated offerings are the key to Title IX.	Weight training classes which were often reserved for male students are now open to females. They enjoy the same challenge as males, as well they should. Title IX makes no requirement as to curriculum--only that classes be open to all and not be conducted separately on the basis of sex.
Movement competency is a physical and psychological prerequisite for competitive situations. Competition teaches social lessons.	With a solid foundation of efficient movement skills, the intermediate student is ready both physically and psychologically for supervised mild competition. Here students learn integrity in competition by playing games by the rules--and within the rules. In intramurals, Title IX requires sex-integrated teams in all but contact sports. Equality of opportunity is the major intent, and teams should be picked on the basis of skill, weight, strength, or age--not sex.
Team teaching is an approach that works with integrated physical education classes. Team teaching is desirable.	Instruction in sports activities such as wrestling or football may present problems which, in some cases, team teaching can help solve. Granted, there are honest differences of opinion about what <u>is</u> a contact sport.

Major Points and Assumptions	Narrative
Rule modifications are necessary for the successful integration of contact activities.	Obviously tackle football is, but like most games, the rules can be modified so that boys and girls may play together. Here, flag football is being played by single sex teams. Note the similarity in the way boys and girls play, even in separate teams.
There are more similarities than dissimilarities in the way that males and females play.	
Qualified staff can instruct and supervise students of both sexes.	Under Title IX after-school interscholastic teams may be made up of either all boys or all girls. The major requirement to understand is that both boys and girls be given equal opportunity to participate in the sport they are able and want to engage in. Note this boys' team coached by a woman.
Compensatory opportunities for females are valid and required when opportunities have been limited in the past.	Sometimes girls ask to be allowed to try out for the boys' team in certain sports. It may be necessary to allow this and let them play on the boys' team if the overall opportunities for girls are not in parity with opportunities for boys. It is not necessary to allow males to try out for a female team unless the local situation is such that girls have more overall opportunities than boys to engage in competitive activities. Title IX is an equal opportunity law--to ensure fair treatment for all.
Students need to be informed of program changes and the reasons for the changes.	(sync. sound: "Greg, I would like to welcome you to Madison as a tenth grader. And I would like to help you plan your program for this year. In all junior high and senior high schools, P.E. is now co-ed, meaning that you will have girls in your class. Heh...Heh..Think you can handle that? There is no telling how many boys or girls will be in a particular class, and, as I am sure you are aware, there are some sports that are more popular for the boys and some for the girls. The whole thrust for this program is that each and every program will be available for both sexes; for example, a girl who is interested in flag football may play flag football, and a boy who is interested in volleyball will be able to get volleyball. And there will be a mixture in your class, sometimes even, sometimes uneven.")

Major Points and Assumptions	Narrative
Females and males can learn physical competence together.	Here again, boys and girls both have a chance to participate equally in this challenging weight training class.
Differences are not necessarily deficits.	The degree of muscular strength between the sexes may differ but the goal is the same--a healthy, fit, totally functioning person.
Self-confidence, from physical fitness provides personal satisfaction.	The self-confidence that comes from physical fitness provides satisfaction for girls and boys.
Vigorous activity is needed for fitness.	Girls love one of the most demanding of all activities--cross-country running. There is equal need by the sexes for vigorous physical activity to maintain good cardiovascular conditioning, or physical fitness.
	Greg: What about the contact sports like wrestling?" Counselor: "O.K., wrestling is a little bit different. Any boy or girl who is interested in wrestling may sign up for it. However, boys wrestle with boys and girls wrestle with girls. Like I said, the main thrust of this program is to give anybody a chance to take any sport in which they are interested."
Dance provides a valuable socializing experience for students.	Ballroom dance is traditionally a coed activity, a natural socializing experience that continues to be popular. Other dance forms--ballet, ethnic, and modern, for example--are increasingly popular with both boys and girls.
Curriculum development is the right and the responsibility of the school. All students deserve an equal chance to develop physical competence.	To repeat, each school still has the right and responsibility for curriculum development. The only requirement made by Title IX is that all students, male and female, have equal access to what is offered.
	Here students receive one-to-one instruction by the teacher.
The range of skill found within groups of males and females is similar.	It is interesting to note that the range of ability in time trials shows little difference between sexes. Perhaps one of the reasons is that

Major Points and Assumptions	Narrative
	girls have had competitive opportunities in swimming over a longer period of time. One of the more exciting courses offered in some schools is scuba diving--an exhilarating, individual experience.
Physical competence should be learned sequentially. Physical fitness has social implications.	With movement ability developed in the early years, and sports skills sharpened in intermediate grades, high school students are ready to learn more advanced concepts. They learn the value of physical fitness and respect for the ability to cope with emergencies as well as the demands of everyday life. They begin to see how the rules used in game situations can sometimes help them handle real-life experiences.
The rules learned in game playing provide models for appropriate social behavior.	
Lifetime fitness is a worthy goal.	Our goal for students is that they develop the ability and the desire to stay fit throughout a lifetime. It is important to note that Title IX makes no requirements as to choice of equipment. Students are helped to choose the activity that best suits their strengths, skills and needs. Vigorous warm-ups are fun for everybody. In many parts of the country, skiing is a popular winter sport for both men and women--in fact, for the whole family. To ski well and safely requires a high level of skill, flexibility, strength, and endurance. A high school physical education class is an excellent place to prepare for a trip to the snow. All this is topped off with a two-mile run. Hey, the teacher made it!
There are physical differences between females and males.	With slightly modified rules to limit potentially dangerous body contact, most games can be made suitable for integrated classes.
The pressures of everyday life do not differentiate on the basis of sex.	The demands of daily life make little distinction between the sexes.
Peak mental and physical well-being is a desired state of being for both adults and young people.	In order to function effectively, men and women need the opportunity to reach peak mental and physical well-being.

Major Points and Assumptions	Narrative
	The intent of Title IX is to assure that no students because of sex will be cheated out of the opportunity to develop all their potential for a full and healthy life.
Competitive athletics is a program for gifted students. The purpose of physical education should not be the preparation of interscholastic athletes.	Although athletics is available for the gifted individual who wishes to excel, the purpose of physical education is not to make an athlete of every student.
Physical activity should be an enjoyable part of life.	The more realistic purpose is to help each one acquire the skills and confidence that will help make vigorous activity an enjoyable part of the daily lifestyle. Every student should know what it feels like to be healthy and fully functional.
Females and males are more similar than dissimilar.	Where they have the opportunity, girls show that there are more similarities than dissimilarities between the sexes.
Females should have the opportunity to compete. Females are just as good competitors as males.	Up the last hill, here is where legs seem to turn to water, but a resolute spirit wins out. When girls have the opportunity to participate they are good competitors.
	So long as a sport is equally available, athletic teams may be of a single sex or sex-integrated depending on the circumstances.
	Boys on the water polo team practice at six o'clock in the morning.
Everyone needs a healthy body.	Everybody needs coordination, strength, skill, endurance, and a healthy body.
Everyone has a need for physical and mental well-being.	Everybody needs physical and mental well-being.
	Everybody needs activity for a lifetime. All kinds of people. All their lives. Title IX is another step to assure that everybody achieves this. Keep moving, America, we're doing great!

Participant
Worksheet 5

page 11

AN EQUAL CHANCE THROUGH TITLE IX

1. What assumptions seemed to be made about students in the film? (e.g. students naturally enjoy physical activity)

2. What assumptions seemed to be made about physical activity programs in the film? (e.g. physical education programs are very important to the development of self-image)

3. What assumptions did you see being made about similarities of male and female students in the film?

4. What assumptions did you see being made about differences between male and female students in the film?

5. How could the programs or the aspects of the programs depicted in this film be adapted and/or incorporated in your physical activity program?

6. What problems, if any, would you anticipate in implementing these programs?

ACTIVITY

6

ALTERNATIVES FOR CHANGE--ATHLETICS

Activity Agenda:

A. Lecture--Systematic Steps for Program Change and Title IX Implementation (10 minutes)
B. Individual Activity: Program Diagnosis for Sex Equity (5 minutes)
C. Large Group Discussion (5 minutes)
D. Lecture--How to Discover "What Is" and "What Can Be" (10 minutes)
E. Small Group Activity: Creating A Student Interest Survey (10 minutes)
F. Large Group Discussion (5 minutes)
G. Individual Activity: The Coach James Case (5 minutes)
H. Small Group Discussions (10 minutes)
I. Large Group Discussion (5 minutes)
J. Summary Comments (5 minutes)

Purposes of the Activity:

To provide participants with an opportunity to examine a model for change toward sex equity

To provide participants an opportunity to assess sex equity in their athletics programs

To provide participants with an overview of alternatives for applying the change process in athletics

To provide participants with techniques for implementing student interest surveys

To provide participants with an opportunity to assess and to extend sex equity-related problems

Materials Needed:

For participant use:

Athletics Programs Assessment Inventory--"What Is" --"What Can Be" (Participant Worksheet 6)

Creating A Student Interest Survey (Participant Worksheet 7)

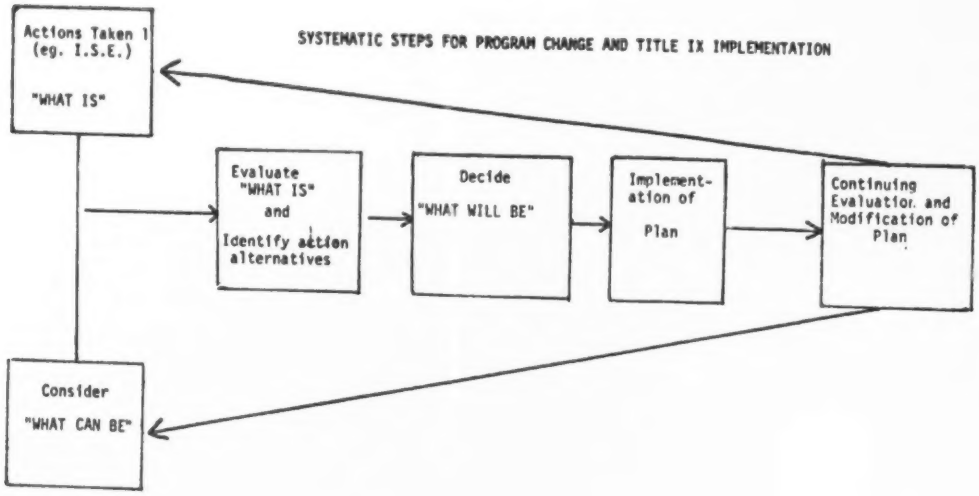
Designing A Student Survey Form (Participant Worksheet 8)

Coach James Case Materials (Participant Worksheets 9-13)

Coach James Case Materials--Worksheet Responses (Appendix E)

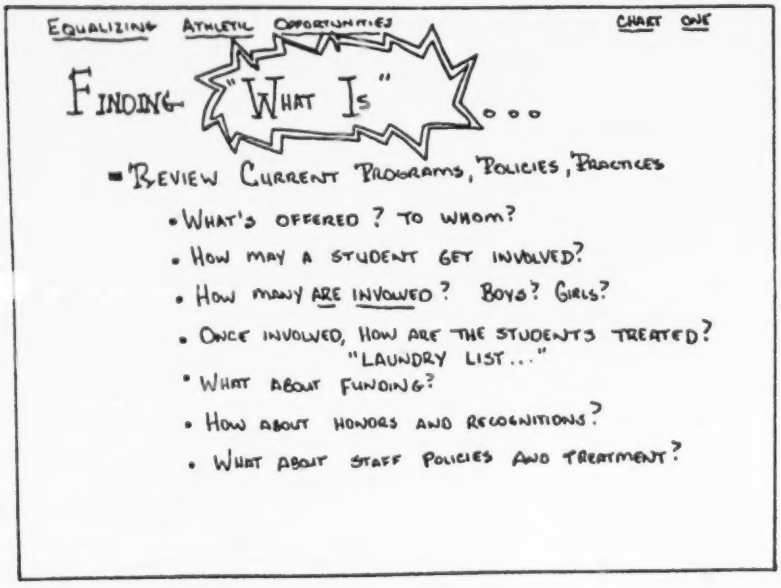
For facilitator use:

A chart on newsprint or transparency of Systematic Steps for Program Change and Title IX Implementation containing the following information:

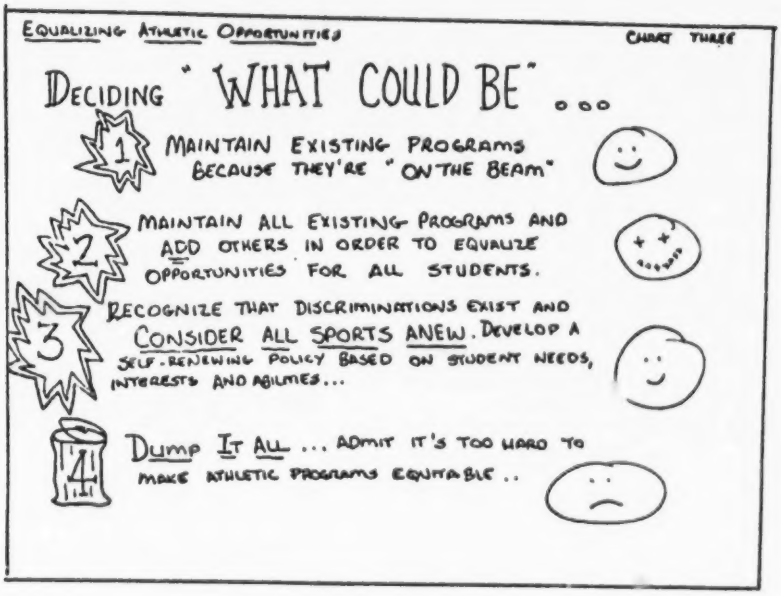

SYSTEMATIC STEPS FOR PROGRAM CHANGE AND TITLE IX IMPLEMENTATION
Actions Taken 1 (eg. I.S.E.)
"WHAT IS"
Evaluate "WHAT IS" and Identify action alternatives
Decide "WHAT WILL BE"
Implement-ation of Plan
Continuing Evaluation and Modification of Plan
Consider "WHAT CAN BE"

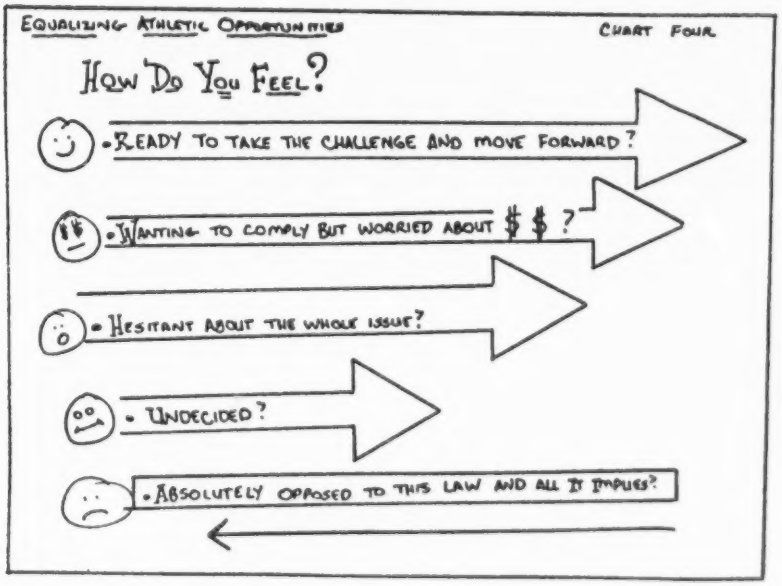
BEST COPY AVAILABLE

Charts on newsprint or transparency for Equalizing Athletics Opportunities containing the following information:

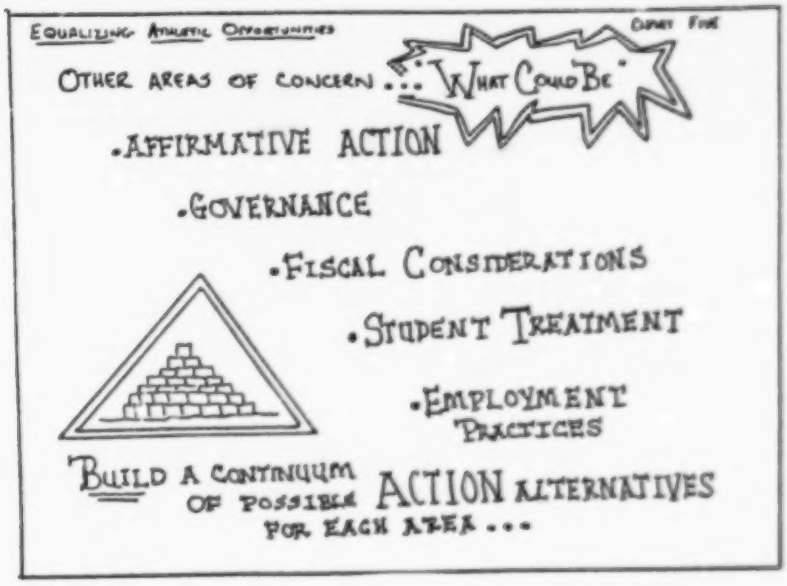

EQUALIZING ATHLETIC OPPORTUNITIES
CHART ONE
FINDING "WHAT IS" . . .
- REVIEW CURRENT PROGRAMS, POLICIES, PRACTICES
• WHAT'S OFFERED? TO WHOM?
• HOW MAY A STUDENT GET INVOLVED?
• HOW MANY ARE INVOLVED? BOYS? GIRLS?
• ONCE INVOLVED, HOW ARE THE STUDENTS TREATED? "LAUNDRY LIST..."
• WHAT ABOUT FUNDING?
• HOW ABOUT HONORS AND RECOGNITIONS?
• WHAT ABOUT STAFF POLICIES AND TREATMENT?

BEST COPY AVAILABLE


EQUALIZING ATHLETIC OPPORTUNITIES
CHART THREE
DECIDING "WHAT COULD BE" ...
1
MAINTAIN EXISTING PROGRAMS BECAUSE THEY'RE "ON THE BEAM"
2
MAINTAIN ALL EXISTING PROGRAMS AND ADD OTHERS IN ORDER TO EQUALIZE OPPORTUNITIES FOR ALL STUDENTS.
3
RECOGNIZE THAT DISCRIMINATIONS EXIST AND CONSIDER ALL SPORTS ANEW. DEVELOP A SELF-RENEWING POLICY BASED ON STUDENT NEEDS, INTERESTS AND ABILITIES...
4
DUMP IT ALL ... ADMIT IT'S TOO HARD TO MAKE ATHLETIC PROGRAMS EQUITABLE ..


EQUALIZING ATHLETIC OPPORTUNITIES
CHART FOUR
HOW DO YOU FEEL?
• READY TO TAKE THE CHALLENGE AND MOVE FORWARD?
• WANTING TO COMPLY BUT WORRIED ABOUT $$?
• HESITANT ABOUT THE WHOLE ISSUE?
• UNDECIDED?
• ABSOLUTELY OPPOSED TO THIS LAW AND ALL IT IMPLIES?

BEST COPY AVAILABLE



Facilitator Preparation Required:

The facilitator(s) should:

Thoroughly review the total session outline and all participant materials

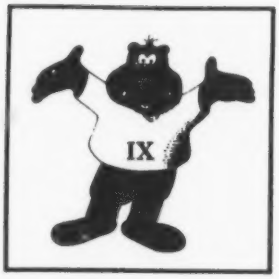
Review suggested lectures and comments and adapt them to fit unique group needs and facilitator style

Prepare the charts listed in the "Materials Needed" portion of the session outline

BEST COPY AVAILABLE

BEST COPY AVAILABLE

PROCEDURE



A. Lecture—Systematic Steps for Program Change and Title IX Implementation: An Athletics Emphasis (10 minutes)

The purpose of this activity is to provide participants with a summary of previously completed activities and an overview of the change process.

Suggested Lecture

"Once we have mastered an understanding of the Title IX regulation and its implications for athletics programs, then we must move on self-evaluation of our programs, identification of existing discrimination, and the implementation of any corrective and remedial steps. We have discussed a change model and some of the skills for initiating effective change efforts.

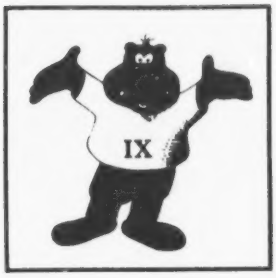
"During this activity we will review the change model, examine our own district's progress, work through the application of the change model to the development of equitable athletics programs, and consider how we can deal with problems that may arise in Title IX implementation.

"During this session we'll be doing some individual work, some small-group work, and spend time initiating the development of action steps for programs in our own communities.

"Before we move ahead to an examination of athletics programs, let's spend a few minutes reviewing the model for change which we began to explore in past activities."

The facilitator should refer to the chart entitled "Systematic Steps for Program Change and Title IX Implementation". Comments which might follow are given below:

"The first step in the change process provides the data base for all programs/change decisions. One must know



'What Is' and 'What Can Be' in order to identify the areas where change goals should be formulated. Our goal for change is the difference between where we are and where we want to be or between 'What Is' and 'What Can Be'. After we've assessed the needs for change, then we must identify the action alternatives so that 'What Can Be' becomes 'What Is'. During our session we will focus on both the assessment of discrepancies and the identification and review of alternatives that are available to us for athletics programs.

"As we work through the activities of the session, it is important that we remember the distinctions which we have considered between the various types of sexist and nonsexist programs. You will recall that a violation of the Title IX regulation is an example of sex discrimination. The elimination of discrimination in athletics programs, however, calls on each of us to move beyond this to eliminate sex-biased behaviors and ensure that all of our behaviors and activities are sex-fair and sex-affirmative.

"The complexities of resolving 'What Will Be' from the data obtained regarding 'What Is' and 'What Can Be' preclude a listing here of the endless possibilities. There are as many ways for a program to be operated as there are people to create them. The following analysis steps, however, might appropriately be applied:

Determine the discrepancies that exist between 'What Is' and 'What Can Be'.

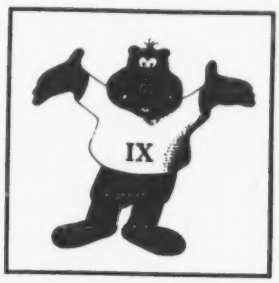
Identify the constraints which must be applied (budget, facilities, personnel qualification, attitudes, etc.).

Resolve strategies to deal with each and all constraints.

Seek resources to provide for the implementation of the best strategies.

Produce a pilot or trial program, policy, and implementation plan.

Critique and redesign where needed.



Field-test the plans and critique process as well as results.

Redesign as needed.

Once the plan has been field-tested successfully, application to the whole is indicated.

"In athletics the constraints with which districts will inevitably have to cope will include:

Public/professional noncommitment to the new requirements/solutions

Lack of funds for the needed additional programs and support services

Lack of availability of qualified coaches and officials

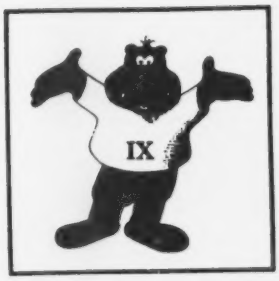
Existence of discriminatory rules, regulations, or policies in governance bodies

Lack of cooperation from public media

Pressure groups seeking status quo on the one hand and other pressure groups wishing more action for progress more quickly than planned

"Many of these constraints can be reduced in their intensity or completely avoided if level-headed, dedicated professionals who possess a high degree of skill in communication and conflict management involve representatives from all parties in the total process of deliberation, debate, and resolution."

"Implementation of plans to revise or modify programs in athletics, intramurals and sports club activities will require the mutual fulfillment of tasks by various groups involved in the planning process. Governance bodies will have to review, modify, approve, and disseminate the new policies and procedures to be implemented. Local school boards will need to adopt and approve the recommended goals, policies, budget items, procedures, and practices regarding the scope and intent of all programs. Central



office personnel will need to provide inservice training to local school personnel regarding the pending changes and they, in turn, will actually implement the modifications within the programs they operate. None of these steps need be traumatic. The modifications or change processes are facilitated where effective communication is provided, when relevant groups are involved, and when the efforts are undertaken to ensure that persons involved have a full understanding of the need for change.

"Whether the implementation of an equitable athletics program succeeds or fails will be determined in large part by the leadership provided by athletics personnel. As educators we are charged not only with assisting in bringing the district/schools into compliance with the Title IX regulation, but also for ensuring optimal educational opportunities for all students.

"And now the final step in this systematic process for change:

EVALUATE and REDESIGN as necessary.

"Quality districts and schools will build an evaluation design into all facets of every program/service conducted as part of the educational process for the area/persons served. In dealing with athletics concerns as they relate to Title IX, these points should be considered:

Are the programs provided meeting the needs, interests, and abilities of all students?

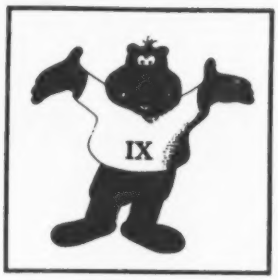
Are the services provided equitable for all students involved in sports programs?

Is the staff adequate? fully qualified? scheduled for optimal effectiveness?

Does the program receive positive public support and reflect the cultural interests of all 'publics'?

Are the programs fiscally sound and cost effective?

What positive things have occurred as a result of the changes made?



What negative things have occurred as a result of the changes made? Can these be corrected?

Are there better ways to do what is desirable and what must be done in order to best serve all who are involved?

What other modifications, if any, must be made to guarantee compliance with all laws (State and Federal) and quality programs for all clientele?

"As these and other questions are answered, staffs can enter into the ongoing redesign process which, if in existence, usually leads to more productivity, better public understanding of the intent and outcomes of all program efforts, and constant self-renewal of all involved."

B. Individual Activity: Program Diagnosis for Sex Equity (5 minutes)

The purpose of this activity is to provide participants with an opportunity to assess their school's efforts to achieve sex equity to date and outline alternatives for the specific approaches which may be used in increasing sex equity in their schools. This is accomplished with the use of Participant Worksheet 6 entitled "Athletics Programs Assessment Inventory" and large group discussion.

The facilitator may wish to introduce this activity with comments such as the following:

"As we reviewed the steps for change we identified the first step as the determination of 'What Is'. There are many ways to assess the needs of athletics programs. We're going to be using an instrument which contains fifteen scales to determine 'What Is' in four areas:

Title IX procedural requirements

Separate or unitary teams/programs

Determination of equal opportunity

Coaching and instruction

Please find Worksheet 6 in your Participant Workbook. It is entitled "Athletics Programs Assessment Inventory".

page 13

"We're going to ask you to take about five minutes to read through the instrument. As you read through the instrument the first time, please mark an 'X' on that point of the scale that best represents your district's position at this time. This should reflect your best estimation of 'What Is'. Then review the scales a second time. This time, please place an 'O' on that point of the scale that represents where you would like to see your district's athletics program. The second mark is your estimation of 'What Can Be' in your district.

"Any questions?"

The facilitator should answer any questions regarding the completion of the assessment form, and allow the group about five minutes to complete the task.

C. Large Group Discussion (5 minutes)

After the participants have finished their task (about five minutes), the facilitator should instruct the participants to connect the "X's" down the page and "O's" down the page. This will indicate if there is a consistency or discrepancy within an area. The facilitator should lead a brief discussion to instruct participants to look for patterns of discrepancies among their responses. Remember, the primary goal of this exercise is to provide information to each individual participant regarding the discrepancies in the perceptions of "What Is" and "What Can Be" in their athletics programs. The following questions that could be used to help participants prove and question their own responses and the attitudes behind the data:

In what areas were the largest discrepancies?

Were the discrepancies consistent throughout a category (e.g., Title IX procedural requirements, student groupings)?

Did any of the discrepancies (or lack of them) surprise you?

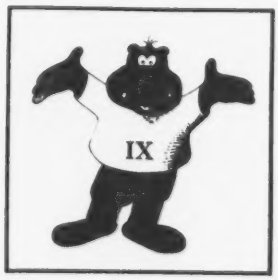
Does the information suggest the need for extensive change in order to achieve sex equity? How might your district go about this?

The facilitator might conclude this activity by saying:

"The instrument which you've just used provides one method of initiating change efforts with other groups. You might find it useful to ask everyone in your department to complete the instrument and then discuss the various perceptions of 'What Is' and 'What Can Be'. As you build a composite picture of 'What Is' and 'What Can Be', you have a baseline for initiating change efforts.

"You might also use this type of instrument with representatives of your other 'publics'--the board of education, parents, central office staff, etc. The facts revealed by such an exercise could serve as a basis for establishing an understanding of the optimal goals desired by the school or district as it goes about complying with Title IX. It can also, if answered honestly, give insights into the troublesome areas for which special strategies will have to developed and implemented if sex equity is to be achieved.

D. Lecture—How to Discover "What Is" and "What Can Be" (10 minutes)



The facilitator should continue with comments such as the following:

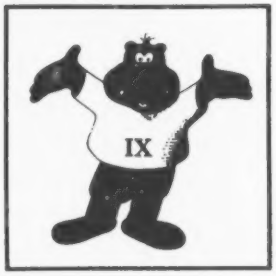
"Many of us assess the status of various things daily. How we feel...how others look...how well things are going...When we decide to look for 'What Is' in athletics, many areas have to be thoroughly researched."

The facilitator should then display Chart One on Equalizing Athletics Opportunities:

EQUALIZING ATHLETICS OPPORTUNITIES

Finding "What Is"...

Review current programs, policies, practices



What's offered? To whom?

How may a student get involved?

How many are involved? Boys? Girls?

How are the students treated once involved?

Do the programs meet the standards outlined on the "laundry list"?

What about funding?

How about honors and recognition?

What about staff policy and treatment?

Chart One

"Answering these basic questions is a good way to start on the march toward achieving sex equity. If the honest answers reveal that preferential treatment is given to one sex, then 'What Is' is some distance from 'What Can Be'. So, what's offered and to whom? How may a student get involved? Are active programs of positive encouragement and counseling regarding sports programs in evidence for all students? How many are actually involved?

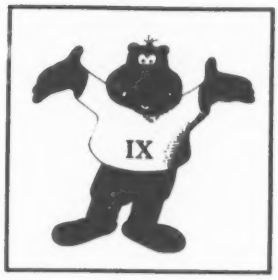
"Once involved, is the treatment of all students equitable? To find out 'What Is', the whole 'laundry list' must be reviewed, and it would be wise to note the findings so that when program/policy decisions are to be made, there is substantiating evidence or visible data for the support of the rationale adopted. By now, we're all aware of what goes on that laundry list...but just for review it includes:

the nature and extent of competitive athletics programs offered and their accommodation of interests and abilities of males and females in both sports and the levels of competition offered

the provision of equipment and supplies

the scheduling of games and practice times

.



the provision of travel and per diem allowance

the nature and extent of the opportunity to receive coaching and academic tutoring

the provision of locker room, practice, and competitive facilities

the provision of medical and training facilities and services

the nature and extent of publicity

"Further, the governance by-laws must be reviewed. Are eligibility requirements the same for boys and girls? Do they receive like opportunities to play before an audience, particularly in like sports? Are seasons the same length? Are playoffs provided for all teams?

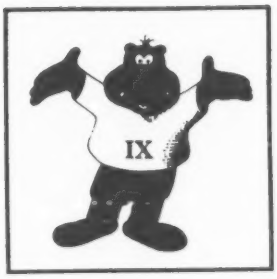
"And then there's funding. (Where does the money come from?) Do booster clubs have knowledge of Title IX, and are they positive in their response to the new requirements?

"When pep rallies occur, are boys and girls treated with the same degree of pride? the same amount of recognition? How about yearbooks? Are the boys listed as simply VARSITY BASKETBALL, while the girls are labeled GIRLS' BASKETBALL? Are the pages allotted for coverage of like sports equal?

"And, finally, how equitable are the administrative procedures and policies related to coaching assignments, compensation for extra duty, and sports governance responsibilities? Equal pay for equal or comparable work? Equal opportunity for released time? Nonsexist job descriptions? Open-minded employers?

"All of these areas must be reviewed and data gathered in order to find out 'What Is'."

The facilitator should then display Chart Two in the Equalizing Athletics Opportunities series.



EQUALIZING ATHLETICS OPPORTUNITIES

Finding "What Is"

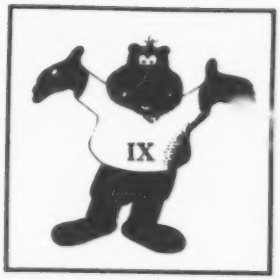
Look at

- Schedules
- Rosters--coaching assignments
- Practice time and place assignments
- Governance by-laws
- Eligibility rules
- Equipment inventories
- Safety policies
- Travel policy
- Codes of conduct
- Honors criteria for clubs/awards
- Student publications
- Budgets
- Facilities
- Etc.

Chart Two

"Where do we look to get the answers? Well, here are some places for starters..."

After waiting a few seconds, or possibly commenting on a few of the areas cited, the facilitator would display Chart Three.



EQUALIZING ATHLETICS OPPORTUNITIES

Deciding "What Can Be"

Maintain existing programs because they're "on the beam".

Maintain all existing programs and add others in order to equalize programs for all students.

Recognize that there's a great deal of discrimination and consider all sports anew. Develop a self-renewing policy based on student needs, interests, and abilities and offer activities as they are demanded.

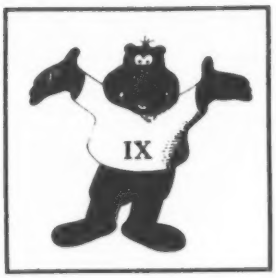
Dump it all. It's too hard to make programs equitable.

Chart Three

"When we know 'What Is', then 'What Can Be'? Any of these actions listed would be possible but the last option is rarely defensible if quality educators are in the policy-making positions and if past sports programs have been conducted with the educational interests of the participants as a priority. As pointed out earlier, the inherent values of athletics and sports are directly correlated to the quality of the leadership provided in the design and implementation programs.

"It stands to reason that the best interests of students could be served through the application of alternative number three, but that the actual mechanics of 'creating a new wheel' might cause various 'publics' to become alarmed as their traditional sports, for which many have vested interests, are forced to stand the scrutiny of today's students and their values as expressed in their responses to the interest surveys conducted as part of the self-evaluation process required by Title IX.

"So realistically, number two seems the way most schools are moving and this too has its drawbacks. Many feel that athletics as they exist for men today are a bit unwieldy and that the advent of Title IX could be an opportunity to put 'sanity' back into the programs. How do you feel?"



At this point the facilitator would display Chart Four of this series.

EQUALIZING ATHLETICS OPPORTUNITIES

Ready to take the challenge and move forward?

Wanting to comply but worried about where the money will come from?

Hesitant regarding the whole issue?

Absolutely opposed to this law and all it implies?

Undecided...

Chart Four

"Hopefully each of us can see ourselves in the first category of behaviors--Title IX is the law of the land and we now have the responsibility for assisting its implementation."

The facilitator should now display the final chart for this series.

EQUALIZING ATHLETICS OPPORTUNITIES

"What Can Be"

Affirmative action

Governance

Fiscal considerations

Student treatment

Employment practices

BUILD a continuum of possible action alternatives for each area

Chart Five

"Our challenge is to get moving! Find out what students want, what is feasible, what changes must be made, and how quickly one can get them accomplished. INVOLVE as many people as possible in the process so the results will not be negative or traumatic."

E. Small Group Activity: Creating a Student Interest Survey (10 minutes)

The purpose of this activity is to provide participants with an overview of the data collection requirement of the Title IX regulation and some specific methods for carrying out student surveys which can identify student interests in various intramural and interscholastic sports programs.

This activity may be introduced with comments such as the following:

"One of the primary requirements for designing equitable competitive sports programs is the availibility of information regarding student interests in competitive sports--club, intramural, and interscholastic programs. Such information is often obtained through the use of a student interest survey. Although the Title IX regulation does not require student interest surveys, it implicitly requires the development of procedures to determine the interests of the students. These data should be considered in the design of athletics programs, at both the intramural and interscholastic levels.

"Designing and utilizing procedures for the collection of data regarding student interests in ways which are maximally effective is a continuing responsibility for athletics personnel. At this time we're going to take a few minutes to consider how a student survey may be used so as to obtain optimal results. Please find Participant Worksheet 7, "Creating A Student Interest Survey Form". As you will note, this worksheet asks you to consider what should be included in a student interest survey, the frequency with which a survey should be conducted, and the outcomes you would project from such a survey in your schools.

page 17

"Would you please join two other persons and form a group to work together as you consider the answers to these questions? You'll have about eight minutes to complete the worksheet and then we'll see what ideas have been identified. Remember you will be considering an instrument that would assess interests for intramural as well as interscholastic sports programs."

The facilitator should assist participants as they move into small groups to discuss the questions on the worksheet. Participants should be given about eight minutes to discuss the worksheet. At this point the total group should be reconvened.

F. **Large Group Discussion (5 minutes)**

The facilitator should take a few minutes to discuss the responses of participants. It may be useful for the facilitator to ask someone to assist by listing some of the responses to the first question on the chalkboard or newsprint. Questions which could guide this processing are:

> What types of information should be included on such a survey?
>
> How would you distribute such a survey?
>
> How often do you think such a survey should be conducted?

After five minutes of group discussion, the facilitator should ask participants to find Participant Worksheet 8, "Designing A Student Survey Form", and review the information provided on the sheet.

The facilitator should ask the group to compare their responses with those provided on the worksheet. The point should be made that there is no single method for implementing a survey, but the participants may wish to consider use of the suggestions given in the group and those outlined in the worksheet as they implement their student interest surveys.

G. Individual Activity: The Coach James Case (5 minutes)

The purpose of this activity is to assess and extend participants' skills in dealing with day-to-day problems which are likely to arise in the administration of athletics programs. Participants are provided a briefing sheet and four items which describe sex equity issues which must be resolved. Participants are asked to analyze the situations individually and then discuss them in small groups. The facilitator may wish to introduce this activity with comments such as the following:

"During this session our attention has been focused largely on the design and implementation of athletics programs. Important as this activity is, we must also be aware of the actions which must be taken in the day-to-day administration of the program. Knowing how to deal with the problems which inevitably arise is an essential component of sex equity.

"During the next activity you will have the opportunity to share the experience of Coach Pat James, Athletic Director for Hilltop School. You will be faced with some of the problems which arise and are asked to assist in helping Coach James* deal with the problems.

"Please take out Participant Worksheets 9, 10, 11, 12 and 13. Here you will find a collection of materials on the Coach James Case--a briefing sheet, four memos or letters, and analysis sheets. Please take a few minutes to read the memos and answer the questions individually."

pages 22, 23, 25, 27, 29

H. Small Group Discussions (10 minutes)

The facilitator should allow approximately five minutes for the group to complete their worksheets. When this has been completed, the facilitator should provide the group with the following directions:

"Now that you've had an opportunity to provide some suggestions for helping Coach James deal with the problems outlined in the sheets, we're going to ask you to discuss your solutions with other participants. You'll have about

*NOTE: The facilitator should note that Coach James is assigned no gender. This may be noted if assumptions of gender are made.

ten minutes to discuss the cases. To make sure that each case is covered, would the persons on the left side of the room concentrate on the memo received from Robert Welsh and Ann Brosh. The persons on the right side of the room should focus on the memos regarding Jack Ramsey and Jeffrey Evans."

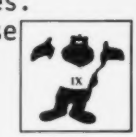
The facilitator should allow about ten minutes for small group discussion. During the time that small groups are discussing the cases, the facilitator should be available to answer questions, encourage participants, and supply any missing or needed materials.

I. Large Group Discussion (5 minutes)

The facilitator should reconvene the group and spend a few minutes processing the small group discussions. Questions which might be used for this purpose include:

> What were the Title IX implications for the cases you considered?
>
> What solutions did you identify?

After the group has given some indication of their responses, the facilitator should call their attention to Appendix E in their Workbooks, which provides an analysis of the cases. Participants may wish to compare their responses with those provided on the analysis sheets.



page 59

J. Summary Comments (5 minutes)

The facilitator should spend a few minutes summarizing the session.

"During this session we have spent time considering the model for change, assessing sex equity in athletics programs, identifying steps for applying the change process, creating specifications of a student interest survey, and developing alternatives for solving sex equity-related problems. Each of these activities was directed toward increasing our understandings of the need for sex equity and the skills necessary for implementing sex equity.

"Efforts to implement Title IX can provide those of us involved in athletics with an important opportunity to critically examine the 'What Is' in our programs, to project the 'What Can Be' and to strive to achieve a high level, quality program which meets the needs of all students."

ATHLETICS PROGRAMS ASSESSMENT INVENTORY

"WHAT IS" "WHAT CAN BE"

Responses to the implementation of a sex equitable athletics program can take a variety of forms. The district response may vary from ignoring the issues of sex bias and sex discrimination, to complying with the bare minimal requirements of Title IX (and other anti-discrimination legislation), to implementing a program of genuine sex equity.

The following instrument is designed to help you assess the level of response of your district to the issue of sex equity in athletics programs. By completing this instrument twice you can assess the current level of district response ("What Is") and also assess the response level that you would like to see--your estimation of "What Can Be".

The instrument is divided into four categories:

Title IX Procedural Requirements

Separate or Unitary Teams/Programs

Determination of Equal Opportunity

Coaching and Instruction

INSTRUCTIONS

Complete this instrument twice. The first time through, place an "X" on that portion of the continuum that best respresents your district's position right now. This perception should reflect your best estimation of "What Is". The second time through, place a "O" on that part of the continuum that represents where you would like to see your district regarding the issue. This second mark is your estimation of "What Can Be" in your district.

Adapted from: Enberg, Mary Lou. Tracking Equal Opportunity in Physical Education Recreations, Athletics. (Olympia, Washington: Washington Department of Public Instruction), 1977.

BEST COPY AVAILABLE

ASSESSMENT OF SEX EQUITY IN ATHLETIC PROGRAMS

	"What Is"		"What Can Be"
TITLE IX PROCEDURAL REQUIREMENTS			
1.	Make a statement of intent to comply wihtout a formal self evaluation	Conduct a paper self evaluation	Conduct a self evaluation to determine where inequities exist in athletics policies, programs, and practices
2.	Determine compliance or non-compliance by executive action	Establish a committee with responsibilities to determine compliance status but no power to effect changes except to make recommendations	Establish a committee which includes faculty, administration, students, parents, and community members, and has the power and responsiliby for analysis and formation of long range plans for equity in athletic programs and facilities
3.	Wait until complaints have been filed with the Office for Civil Rights before considering program changes	Wait until 1978 to make adjustments where obvious inequities exist	Systematically plan for and continually reassess athletic opportunities and priorities to match student interest, and abilities with sound educational philosophy
4.	Establish athletic programming by arbitrarily deciding what is good for students and what the community will support	Administer but ineffectively utilize student athletic interest surveys	Administer and use student athletic surveys to determine options and levels of athletic programming

SEPARATE OR UNITARY TEAMS/PROGRAMS

5. Leave athletic program at current level, because of budgetary problems, leaving four sports for males, and no sports for females	Establish a token female athletic program by offering a minor sport to females (e.g. cross country) while continuing to offer major male sports (e.g. football and basketball)	Encourage males and females to develop their skills through sports available to them (based on their stated interests and abilities) with the goal of providing equal athletic opportunity for all students
6. Decide the direction and scope of the athletic program at the Board of Education level	Represent the interests of females through decisionmaking bodies which are traditionally male	Ensure that female coaches and coaches of female teams are involved in program decisionmaking

DETERMINATION OF EQUAL OPPORTUNITY

7. Provide only an interscholastic athletic program serving small numbers of students most of whom are physically gifted males	Provide a limited intramural program that accommodates only those students who are preparing to participate on interscholastic athletic teams	Operate an intramural program with the goal of total student involvement, emphasizing interest, rather than sex or skill level as the criterion for participation
8. Make no provisions for female teams' uniforms and equipment	Assign used equipment and uniforms to female teams	Attempt to equalize quality of uniforms and equipment for single sex and unitary teams
9. Provide insufficient or no facilities and practice times for female teams	Schedule use of facilities for female teams during inconvenient hours	Establish a time rotation cycle of facilities use with equal access to most convenient hours by male and female teams
10. Provide travel allowances and tournament per diems only to those teams which are self supporting	Allow travel allowances for one female tournament team per year and no per diems	Provide full travel allowances and equal per diems for all tournament teams and athletes

BEST COPY AVAILABLE

11. Refuse to assign a coach in response to females who want to form a team (e.g.volleyball) based on student interest	Provide one coach (women) for three female teams, two of which run concurrently (e.g. volleyball and basketball)	Establish a desirable coach/athlete ratio; and then monitor all athletic teams to maintain that ratio (e.g. one coach per 8 athletes)
12. Continue the present arrangements for access to training facilities with those being available to males	Recognize that Title IX mandates access to training facilities and institute policy that allows for female athletes to have limited access to some of the training facilities	Institute a policy whereby there is equal access to training facilities by all ahtletes during their practice and free school time.
13. Provide information to the media about major sports (i.e. male football and basketball)	Provide answers to reporters' questions and call in game scores to the media	Prepare and distribute equal materials to the media for all athletic events and suggest extra coverage of the new sports being offered
14. Provide an extra-curricular club for male varsity athletes complete with advisor and awards banquet with no equivalent activity for female athletes	Sponsor a varsity club for all varsity athletes but with a male advisor, majority of male members; discouraging females from active participation	Require that the athletic club (for all athletes) have a male/female advisor team, and strive to have the achievements of all athletes recognized and rewarded
COACHING AND INSTRUCTION		
15. Allow the continuation of coaching patterns of males coaching males, and females coaching females	Review coaching assignments and assign coaches on the basis of qualifications rather than on the basis of sex	Review or develop team teaching skills so that integrated coaching assignments are an expected method of operation
16. Continue the past practice of paying coaches of female teams (primarily females) less than coaches of male teams (primarily males)	Establish supplementary salary schedules that result in coaches of male teams result in coaches of male teams (primarily male) receiving larger stipends than coaches of female teams (primarily females) based on "time put in"	Establish supplementary salary schedules that establish comparable time and effort parameters for comparable male and female teams, thus resulting in comparable pay for all coaches

BEST COPY AVAILABLE

CREATING A STUDENT INTEREST SURVEY

One of the basic implications of the Title IX regulation is that sports and athletic programs must effectively accommodate the interests and abilities of all students. This standard necessitates the development/application of data collection procedures. One of the primary methods for determining the interests of students would be to conduct a survey of student interests.

Please take a minute to think about how a student interest survey should be designed and answer the following questions.

1. What types of information should be included in a student survey?

2. What do you believe would be the outcome of a student survey conducted in your schools?

3. What procedures should be used for its distribution?

4. How frequently should student interest surveys be conducted?

BEST COPY AVAILABLE

DESIGNING A STUDENT SURVEY FORM

The Title IX requirement that the sports and athletics programs must effectively accommodate the interests and abilities of all students suggests the need for conducting periodic surveys of student interests. Physical activity personnel need to consider what should be included in a student survey, the procedures to be used for its distribution, the frequency of student interest surveys, and the ways that the information obtained may be integrated into existing programs.

A student survey form should ensure inclusion of the following types of information:

Identifying information: the name, grade level, and sex of the student

Explanatory information: the purpose of the survey and how the information will be used

A system of ranking or rating specific sports activities: a listing of sports which students may rank or rate

Opportunity for suggesting other sports alternatives: space for listing possible interests that are not included in the listing should be provided

Opportunity for comments: general questions regarding attitudes or other suggestions for sports programs would be desirable

The procedures which are followed in the distribution of student surveys may influence the outcomes. It usually is wise to ensure distribution to every student at a time when students can provide their individual responses without undue peer group pressure.

Student surveys should be conducted periodically as a means of identifying current needs and the changing patterns of student interest. Determination of the frequency of student surveys should be based on the frequency of significant composition of the student body, the number of times that athletic programs are designed, and the feasibility of survey efforts. Completion of surveys at least on a yearly basis could ensure the timelines of data being used for program planning.

SAMPLE STUDENT ATHLETIC INTEREST FORM

The purpose of this survey is to assure that the total athletic program ensures both males and females an equal opportunity to compete in athletics in a meaningful way.

The degree of student interest or the lack of interest in athletic activities will be used to determine what sports will be offered by the district. Every effort will be made to satisfy student's requests based on the interests recorded in this survey. In an effort to gain Title IX compliance, data will be gathered and tallied to assist in planning athletic offerings for males and females for the coming school year.

Please answer each section carefully. Be sure that you indicate in rank order the different sports that either you prefer to play or that you feel would satisfy your interests and abilities. One = 1, the highest rank.

SCHOOL _____

GRADE _____ DATE_____

MALE _____ FEMALE _____

I. Athletic offerings that I have played and will continue to play: (Rank Order 1-20; 1 is the highest rank; 20 is the lowest rank.)

_____Tennis	_____Volleyball
_____Golf	_____Bowling
_____Football	_____Swimming
_____Basketball	_____Field Hockey
_____Baseball	_____Fencing
_____Softball	_____Soccer
_____Track and	_____Archery
Field Events	_____Boxing
_____Cross Country	_____Others: _____
_____Wrestling	_____ _____
_____Gymnastics	

Comments: _____

_____

II. Athletic offerings that I would like to play: (Rank Order 1-20; 1 is the highest rank; 20 is the lowest.)

_____Tennis	_____Volleyball
_____Golf	_____Bowling
_____Football	_____Swimming
_____Basketball	_____Field Hockey
_____Baseball	_____Fencing
_____Softball	_____Soccer
_____Track and	_____Archery
Field Events	_____Boxing
_____Cross Country	_____Others: _____
_____Wrestling	_____ _____
_____Gymnastics	

Comments: _____

_____

III. The ten top athletic offerings in which I am most interested:

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

What do you like most about the sports program in your school?

How do you think the program could be improved?

COACH JAMES CASE: BRIEFING SHEET

Coach Pat James, athletic director of Hilltop schools, has had six years of experience in Hilltop and is known as a fair, effective administrator and excellent coach. James is committed to improving Hilltop's athletic program and has been particularly interested in expanding the scope of the program to accommodate more students.

During the past five years, and particularly since 1975, several members of the physical education and coaching staff have observed the passage of Title IX, the development of the regulation, and have taken a variety of actions to implement Title IX. They are pleased with the progress that has been made toward Title IX compliance, but are also concerned about the problems which are still evident.

A collection of the memos and letters relating to Title IX which have come to Coach James' desk during the past six months is provided in the following pages. Read each of them carefully, then determine the actions which should be taken to deal with the problem.

You will be asked to discuss your responses in a small group and come up with a group answer to the questions on the worksheets which are provided. Copies of the worksheet will be available for your individual use.

COACH JAMES CASE: ROBERT WELSH

TO: Pat James, Athletic Director

FROM: Robert Welsh, Esquire

RE: Examination of possible sex discrimination in the contract between Hilltop District Schools and Hilltop teachers

At the request of Dr. Norris I have reviewed the terms of the contract between Hilltop District Schools and Hilltop Teachers Association in an effort to identify any provisions which may be discriminatory. One clause that will be of interest to you may be discriminatory.

> Section H - Salary Increments; Clause 4 - Increments for Athletics Personnel
>
> The contract states that coaches of male teams are eligible for 5 1/2% increment for the 77-78 year and that coaches of female teams are eligible for a 4 1/2% increment during the same period of time.

I would like to discuss this with you in greater detail in the near future.

Bob

Bob

cc: Superintendent Norris

COACH JAMES CASE: ANALYSIS SHEET

Robert Welsh

1. What are the Title IX implications for the problem to be addressed?

2. What further information is needed to facilitate action or decision making?

3. What specific alternatives are available for problem resolution?

4. What alternative(s) would you select and why?

COACH JAMES CASE: ANN BROSH, ET AL

Pat James: Athletic Director
Hilltop District Schools
400 Maple Lane
Hilltop, Arizona 10000

We are eighth graders in Pinewood Junior High School. We are writing to complain about the sports programs offered to girls.

Pinewood has girls' interscholastic teams in basketball, field hockey, tennis and gymnastics, but we don't have track, swimming, or basketball, even though the boys do. We don't think this is fair.

We have talked to Mr. Neets, head coach at Pinewood about this, and he said he is sorry but there is nothing he can do. He suggested that we write you. We think that the school must permit girls to compete in these sports. We have talked to our parents and they agree.

Sincerely,

Ann Brosh

Ann Brosh

Benessa Jackson

Benessa Jackson

Karen Pickering

Karen Pickering

Elma Carpenter

Elma Carpenter

COACH JAMES CASE: ANALYSIS SHEET

Ann Brosh, et al

After reading the item which Coach James found in the in-basket, consider the following questions:

1. What are the Title IX implications for the problem to be addressed?

2. What further information is needed to facilitate action or decision making?

3. What specific alternatives are available for problem resolution?

4. What alternative(s) would you select and why?

COACH JAMES CASE: JEFFERY EVANS

TO: Coach James

FROM: Jeffery Evans

RE: Coaching Assignments

The coaching assignments have come to my attention for the Winter team sports and I feel that I must register this complaint. As the coach for Hilltop High's girls' basketball team, I have 37 girls out for this team, and after cuts can carry 30 of them on a varsity squad and a junior varsity squad. As I'm sure you're aware the amount of supervision and skills teaching in a two year old program is immense, and I'm swamped.

Now I find out that Ross Mathison has been assigned to an assistant varsity position in the boys' varsity basketball program. After cuts the boys' varsity program has 12 athletes, with two coaches and a student trainer, while I'm expected to handle the varsity and jr. varsity program of 30 girls all by myself. The girls are getting short-changed.

I want to help, either from a reassignment from Ross or somebody else. Is there anything you can do about this?

Jeffery Evans

COACH JAMES CASE: ANALYSIS SHEET

Jeffery Evans

After reading the item which Coach James found in the in-basket, consider the following questions:

1. What are the Title IX implications for the problem to be addressed?

2. What further information is needed to facilitate action or decision making?

3. What specific alternatives are available for problem resolution?

4. What alternative(s) would you select and why?

COACH JAMES CASE: JACK RAMSEY

Pat James: Athletic Director
Hilltop District Schools
400 Maple Lane
Hilltop, Arizona 10000

Dear Coach,

This letter is to inform you that the Hilltop Athletic Boosters Club's Annual Chili Supper was a great success. We made over $1,400.00 thanks to the generosity and hard work of our members. We have a proposal for the expenditure part of those proceeds. We are mighty proud of the way the Eagles won the Treeline conference in football last fall and in talking to Coach Hutchison we have found that the football team could use an additional weight-lifting machine. I had Bernie Jackson do some checking and he tells me that a six station universal gym can be purchased for $1,295.00, that would fall within our range and we would like your permission to go ahead with the purchase.

We have just two concerns regarding this matter. First, will there be sufficient space in the training room for this additional piece of equipment? Second, with the school now offering athletic teams for young ladies, will they want to use this equipment? We're buying it for the football team and besides girls might hurt themselves on it or get all muscle bound. We wouldn't want that to happen. On the condition that this machine would be reserved for football players we will proceed immediately.

I look forward to hearing your acceptance of our gift.

Sincerely,

Jack R. Ramsey

COACH JAMES CASE: ANALYSIS SHEET

Jack Ramsey

After reading the item which Coach James found in the in-basket, consider the following questions:

1. What are the Title IX implications for the problem to be addressed?

2. What further information is needed to facilitate action or decision making?

3. What specific alternatives are available for problem resolution?

4. What alternative(s) would you select and why?

ACTIVITY

7

ACTION PLANNING FOR SEX EQUITY

Activity Agenda:

A. Lecture--Individual Action Planning (10 minutes)
B. Individual Activity: My Action Plan (10 minutes)
C. Small Group Discussions (10 minutes)
D. Large Group Discussion (5 minutes)

Purposes of the Activity:

To provide participants with an overview of action planning

To provide participants with an opportunity to develop initial change plans

Materials Needed:

For participant use:

My Action Plan (Participant Worksheet 14)

Suggestions for Action Steps (Participant Information Sheet 15)

For facilitator use:

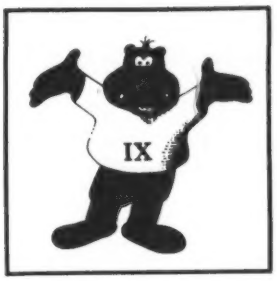
None

Facilitator Preparation Required:

Thoroughly review this outline and the participant materials

Review the suggested comments and lecture and adapt them to accommodate unique group needs and facilitator style

PROCEDURE



A. Lecture—Individual Action Planning (10 minutes)

"We have focused on the issues of sex equity as viewed from the perspective of physical activity personnel. Primary attention has been given to the implications of sex equity for the structure and operation of athletics programs. We know, however, that athletics programs do not operate apart from the total school or the community. If changes are to be made, it will be necessary to interpret the need for change and to involve other groups such as board members, administrators, other staff, students, and the larger community. If we are to attain sex equity, it will necessitate our moving out and carrying out the various forms of public relations that are needed.

"How would we, as individuals, get on with this necessary "PR"? We begin with ourselves. We begin with our own internalization of the concept that each child is a human being and that each and all educational opportunities should be available to each child, no matter what sex. Once we've internalized this concept and made the changes, we must make as individuals in our own way of thinking...our own way of acting, then we will be individual role models for others to view and follow. This individual role modeling is the first and most lasting PR image we have.

"Do we begin to give lip service to equality and then continue to allow, lead, or organize in a discriminatory or biased fashion? Do we accept the law except for the part...any part that is disagreeable to our own vested interests?

"After personal internalization and action, we then must take it one step further--that of the involvement of others. Our involvement may take the forms of working with students' and student groups to increase their levels of awareness and to involve them in the changes which must be made. Our involvement may mean taking the time to inform parents about the need for sex equity and the potential for positive outcomes. Or our involvement may mean working with our colleagues in interpreting the need for sex equity. Each of these forms of involvement make up our own "PR" programs.

"Who has the responsibility for this "PR" thing? EVERYONE must be in the act if PR is to be positive...if change is to occur we must COMMUNICATE effectively.."

"The message(s) we project as individuals will serve as the force for change...in our actions as individuals--in our actions as composite groups--in our actions as a whole ...Each of us starts from a different capacity and projects messages to those we influence...What messages do we send?

"As individuals, are we projecting a real belief in equity? As professional educators, are we making day-to-day decisions and actions equitable ones? As professional leaders, are we becoming change agents who act with confidence and not from a base of fear? Are we able to rally our colleagues, educate our students, relate to our publics in a positive way regarding equity matters--all equity--sex, race, or class?

"As voting delegates in our professional groups or as people who influence voting delegates, are we making change occur in athletics by-laws, schedules, policy so that sex equity can be achieved--at least on paper?

"And, finally...as people who want to 'make a difference', can we? Can we get beyond paper compliance to the point of implementing the spirit as well as the letter of the law?

"One thing is sure--PR happens--if it is to be CONSTRUCTIVE, it must be planned...if it is to be DESTRUCTIVE, it will just happen. Planning increases the likelihood of our success in our efforts to attain sex equity."

B. Individual Activity: My Action Plan (10 minutes)

The exercise is designed to give participants a chance to develop an active plan which can assist them with the process of change. Participants are asked to develop goals and objectives, specify appropriate actions and establish timelines for change. The following instructions should be given:

"As we begin to think about our 'PR' responsibilities, we are inevitably faced with the need for planning the types of actions which we need to take. As we begin to think about change, it is important that we remember the various levels where changes may be made. Within our classes/teams we can begin to work with students in ways which ensure a positive role modeling of sex-fair and sex-affirmative behaviors. Within our schools we can work with administration and other faculty to build a climate of awareness and positive action. And last, but not least, within our communities and professional associations, we can provide leadership necessary for change.

pages 31 and 33

"These outcomes will not happen without planning and effort. Please find Participant Worksheet 14, entitled 'My Action Plan'. The worksheet is designed to provide a method of planning those changes which are needed to achieve sex equity. If you will also find Participant Information Sheet 15, 'Suggestions for Action Steps', you will note a listing of the types of action steps which you can take in your departments, your schools, your community and your professional associations. Please review the list of possible action steps quickly, as a means of thinking about the various types of action which may be taken. Then, complete Participant Worksheet 14, which provides a method of planning the actions you wish to take. You'll have about ten minutes to begin to formulate your plans and then spend a few minutes sharing those plans with others in a small group."

The facilitator should move about the room to be available to answer questions or make suggestions.

C. Small Group Discussions (10 minutes)

After participants have had an opportunity to complete Participant Worksheet 14, they should be asked to form groups of four. The primary objective of the small groups would be to encourage the sharing of action ideas and for gaining suggestions as to how they might be implemented. Comments such as the following would be appropriate:

"Now that you've had an opportunity to identify some personal action plans, we'd like you to form groups of four persons, then share your goals and the actions which would be necessary for carrying them out. As you discuss your plans, it is useful if you listen carefully to others and help them clarify their goals, offer suggestions of resources or action when appropriate and provide any other 'pointers' that would be useful."

The facilitator should be available to assist in the formation of groups, the identification of objectives, or the provision of relevant information whenever appropriate.

D. Large Group Discussion (5 minutes)

After groups have had an opportunity to share ideas, the facilitator should reconvene the total group and conduct the discussion. Questions which would be appropriate are:

What types of action plans did you identify?

What barriers do you anticipate in carrying these out?

What supports do you have for accomplishing your goals?

The facilitator should not "force" these questions, but allow for any relevant comments or observations.

Participant
Worksheet 14

page 31

MY ACTION PLAN

1. Write down two objectives for implementing Title IX and attaining sex equity in physical activity programming which you would like to see accomplished. One should be within your own individual sphere of responsibility; the other should be directed toward achieving sex equity within one of your organizational levels (e.g., department, school, community, professional organization).

   A. Within my classroom/team I would _____

   _____

   B. Within my department/school/community/professional association I would _____

   _____

2. Of the two objectives, which would you most like to accomplish at this time? _____

   _____

3. What are the major barriers that you will encounter in working toward accomplishing your objective?

   A. _____

   B. _____

   C. _____

4. What supports will you have in working toward accomplishing your objective?

   A. _____

   B. _____

   C. _____

5. After this analysis, do you still feel that attaining this objective is possible? If so, move ahead with developing your plan. If not, go back and select your other objective.

6. What resources do you need for achieving your objective?

   A. Knowledge/Skills: _____

   _____

   B. Money: _____

   _____

   C. People: _____

   _____

7. List specific action steps you need to take to achieve your objective. Include who has the responsibility for taking the step and the date by which it should be completed. Write those in chronological order.

	Action Step	Person Responsible	Date
A.	_____	_____	_____
B.	_____	_____	_____
C.	_____	_____	_____

8. How will you evaluate your action plan and at what point will you do so? _____

   _____

9. How will you let others know about your action plan and its outcomes? _____

   _____

Participant Information Sheet 15

page 33

SUGGESTIONS FOR ACTION STEPS

The following action ideas are suggestions which may stimulate your thinking as you complete your action plans. Suggestions are provided for actions you can suggest to support sex equity in your department/school, your school district, your community, and your professional associations.

DEPARTMENT/SCHOOL LEVEL

Make sure that your department members are knowledgeable about the requirements and options of the Title IX regulation, and the goals and objectives of your departmental implementation plan for providing sex equity in physical activity programming.

Determine whether or not your department knows the extent to which sex bias and discrimination exist in your instructional/coaching area. If not, you can work with colleagues to make this determination. If you already know, use this information to develop goals and objectives for its elimination.

If your department has progressed further than some physical activity departments in the system, offer to share some of your resources to assist others in moving ahead. If your department hasn't progressed as far as others, seek out those you think can help and ask for their assistance.

Develop procedures to ensure that students that choose non-traditional areas within your department receive whatever support they need to experience success.

If your physical education and/or athletics department is being merged from "Male and Female" to "Student", monitor the transition to see that sex discrimination and bias are not involved in the merger.

SCHOOL DISTRICT LEVEL

Make sure your district has met the basic procedural requirements of Title IX: enacting a policy of non-discrimination on the basis of sex, appointing a Title IX coordinator, establishing a grievance procedure, and disseminating this information to staff and students. Your district should have also conducted a self-evaluation

to determine the extent to which it is in compliance with Title IX.

Make suggestions to the appropriate persons regarding possible policy and program modifications that would achieve sex equity in physical activity programming.

If you have expertise in the area of eliminating sex discrimination and bias in physical activity programs, offer your services to the district and your colleagues. If, on the other hand, you need some assistance in the area, seek out others on the staff who may have such expertise or ask your administration for assistance.

Make sure that someone knowledgeable about sex equity in physical activity programs is represented on all school committees.

COMMUNITY LEVEL

Make sure that the administration has informed the community of its plans and rationale for changing physical activity programming.

To the extent necessary, prepare students for any difficulties they might encounter in picking a non-traditional athletic or activity option.

Work with your counseling department to inform parents of students of the rationale for changing physical activity programs.

Work with supportive community groups (i.e., Booster Clubs) to ensure their continued support of physical activities without regard to the sex makeup of team/activity.

Hold an open house with students working in sex-integrated activities so that parents can observe how that is accomplished.

STATE/REGIONAL/NATIONAL ASSOCIATIONS

Examine the constitution and operational guidelines for evidence of sex discrimination, and if discovered, propose steps to eliminate such discrimination.

Determine whether leadership positions within your association are held by both female and male members. If not, work within the organization to bring about a more equitable sharing of power.

ACTIVITY

8

EVALUATION AND SUMMARY

Activity Agenda:

A. Workshop Evaluation (5 minutes)
B. Summary and Closing Comments (5 minutes)

Purposes of the Activity:

To provide participants with an opportunity to evaluate the activities included in this session

To provide participants with a general summary of the session

Materials Needed:

For participant use:

Workshop Evaluation Sheet (in Participant Workbook)

For facilitator use:

None

Facilitator Preparation Required:

Thoroughly review this section of the outline and all participant materials

Review suggested comments and adapt them to accommodate unique group needs and facilitator style

A. Workshop Evaluation (5 minutes)

The workshop evaluation may be introduced with comments such as the following:

"We would like each of you to find the Workshop Evaluation Sheet in your Participant Workbooks. You will note that the questions provided in this evaluation are designed to help us determine the effectiveness of the workshop, its objectives and activities. Please complete the evaluation sheet at this time."

page 63

The facilitators should allow the participants a few minutes to complete the evaluation sheets. After participants have completed the evaluation, they should be collected and any questions that are raised should be answered.

B. Summary and Closing Comments (5 minutes)

After collecting the evaluation sheets, the facilitator will close the session by briefly summarizing the session. These comments may be appropriate:

"We have attempted to assist each of you in:

gaining a thorough knowledge of Title IX and its requirements as it relates to athletics, and selected areas of ancillary concern

increasing your knowledge of an organized change process which may be utilized in the implementation of Title IX and the attaining of sex equity

learning the skills of analysis and action planning for each of the major areas of concern

actually applying this knowledge, skill, and process to physical activity concerns--the local school site, the district school office, the community at large, and the state/region/nation

"In each of the objectives I've just mentioned, we have attempted to do four things:

"First, increase your awareness regarding the law and its requirements; sex discrimination--the whys, hows and wheres we see as evidence of its existence in physical activity programs; change and the need for going about it in a systematic fashion; and finally, the application of a workable change process which allows schools to explore alternatives and then plan for positive action steps.

"Second, the attitudes we bring to Title IX implementation programs and the examples we provide for others are critical elements in the success or failure of sex equity efforts. It is our responsibility to help interpret the need for equity to others and to design 'PR' strategies which can result in a higher level of sex equity.

"Third, consider and select from the range of available alternatives the minimal and optimal avenues which may be pursued. Our goal must be to establish the design for 'What Will Be'.

"And, finally, we've identified action steps appropriate to each of our concern areas so we could CHARGE...forward to the attainment of sex equity...forward to better programs for students...forward toward better communication skills with ourselves, our colleagues, and our 'publics' ...forward toward making the realities optimal. Now the methods are known, the necessary steps for implementation outlined, the responsible persons identified, and the due dates set...we should be ready to TAKE ACTION.

"As you carry out these implementation strategies it is important for you to remember these major points:

> Title IX implementation provides an opportunity to improve all educational programming. The skills developed here can assist you in making meaningful changes in any or all facets of physical activity programming.
>
> Title IX implementation is a part of a total program of increasing educational equity for all students. The activities suggested for achieving sex equity in physical activity programming should

be adapted and utilized for achieving all equity... in regard to race, culture, class and physical capability as well as the area of sex equity. The ultimate goal of equity efforts is to ensure that all students are provided with physical and mental experiences which will prepare them for equal participation in our society and for maximizing the development of their potential.

The achievement of sex equity is best accomplished through the positive individual and group efforts which establish exemplary modeling. Each of you is a visible and potential leader within your school system and community and your response to Title IX issues and other equity concerns is an important factor in the quality of education provided in your system. We hope that each of you will be a positive force for ensuring that the needs and rights of all students are a consistent concern in your program and your school, and that you systematically act to ensure that the total organization and individual staff members perform in ways which are consistent with this concern for equity.

"I will close with this adaptation of a quote from Carl R. Rogers, the eminent psychologist/counselor/educator:

'The only person who is educated is the person who has learned how to learn; the person who has learned how to adapt and change; the person who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security.'

"We have been learning how to learn...how to adapt and how to change...good luck in your efforts to implement Title IX and achieve sex equity in your schools."

APPENDICES

CONTENTS

		PAGE
Appendix A:	Requirements of the Law: Title IX and Athletics	107
Appendix B:	Sample Questions and Answers Related to Title IX: Implementation in Athletics	116
Appendix C:	Suggested Answers to Athletics Case Examples	122
Appendix D:	"An Equal Chance Through Title IX:" An Analysis	127
Appendix E:	Coach James Case: Worksheet Responses	129

APPENDIX

A

REQUIREMENTS OF THE LAW TITLE IX AND ATHLETICS

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.41 cont. ATHLETICS	• Interscholastic sports, intramurals, and/or club sports shall be provided equitably to members of both sexes in accordance with their needs, interests, and abilities.	• Review past and existing programs, policies, procedures and gather baseline data. • Survey students, parents, administration, and staff to determine needs, interests, abilities, and feasibility for sports program decisions. • Establish sports program offerings in accordance with decisions made in response to baseline data analysis and survey results.
	• Separate teams may be provided if selection for the team(s) in question is based on competitive skill or if the activity involved is a contact sport.	• Establish tryout prerequisities in keeping with nondiscrimination requirements of the Title IX regulation.
	• If a school offers a team for one sex but does not offer a team for the other sex in the same sport, members of the excluded sex must be allowed to try out unless overall athletic opportunities have not been limited in the past or the activity is a contact sport.	• Periodically review the process, policy(ies), and procedures used in establishing the sports program offerings.
	• Equal opportunities in interscholastic, intramural, and/or club sports for members of both sexes must be provided. Determining equality of opportunity will require answers to these or similar questions:	
	1. Do the sports program offerings effectively accommodate the interests and abilities of members of both sexes?	• Have evidence of student interests and levels of ability on hand (surveys, past participation statistics, etc.).
	2. Are the equipment and supplies provided for athletic teams adequate for their needs and suitable for the services needed?	• Work toward offering comparable levels of competitive teams in like sports. • Have evidence of purchasing policy(ies) and procedures used by the coaches to equip and supply teams they lead.

REQUIREMENTS OF THE LAW
TITLE IX AND ATHLETICS

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.41 cont. ATHLETICS		• Review the various services provided to ensure that they are equal (example: whirlpool and tape for male teams? Then whirlpool and tape for females; etc.). • Maintain inventories of equipment and supplies used by each team.
	3. Do schedules of games and practice sessions reveal that equal opportunity for the number of contests exists in like sports, students all have opportunities to play before an audience, and that "prime time" and adequate/best facilities are shared for practice sessions and contests?	• Review schedules with emphasis on those sports for which separate but equal teams are provided. Guarantee that in like sports all scheduling for practice and games is equitable. • Make corrective steps, if needed, as far as possible, but by July 21, 1978 without fail (secondary, 7-12). Indicate why delays are necessary and have on file as part of the district plan made as a result of the self-evaluation process.
	4. Are travel arrangements and per diem allowance similar and adequate?	• Realize that parity of spending is not required by the Title IX regulation, but that equal services are. Therefore, if transportation is provided to some teams, the service should be provided for all. • Review and establish equal policy regarding travel and per diem provided players and coaches.
	5. Are the coaches of comparable skill?	• Make every effort to find the best qualified coach for each and every team. Avoid discriminatory behavior by providing highly-skilled coaches for teams of one sex and inexperienced ones for the other sex.

REQUIREMENTS OF THE LAW
TITLE IX AND ATHLETICS

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.41 cont. ATHLETICS	6. Do coaches receive comparable assignments and compensation?	• Review salary scales for afterschool activities. Create justifiable, equitable formulas which guarantee equal pay for equal or comparable work. • Eliminate any policy which allows members of one sex to accrue more stipends and thus a higher gross than members of the other sex. • Review policy(ies) regarding released time from instructional or administrative duties. Equate opportunities for released time for female and male staff who qualify. • Maintain records of what funds are paid to whom for what services as related to athletics and afterschool sports activities
	7. Are the locker rooms, practice, and competitive facilities provided on an equitable base?	• Schedule teams in like sports to use the same or comparable facility for practice and competition. • Eliminate titles such as "girls' gym" and "bovs' gym." • Place sports practices and games in the best suited facility. • Eliminate obvious discrimination features of facilities with all possible dispatch. File the timelines for needed renovations in the district compliance statement.
	8. Are the training and medical services provided equitably to all teams?	• Review the access that students of each sex involved in athletics have to medical and training services.

REQUIREMENTS OF THE LAW
TITLE IX AND ATHLETICS

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.41 ATHLETICS		• Eliminate discriminating practices by ensuring that insurance coverage provided by the school is equitable in like sports, medical examination process the same for all athletes, and that training services and supplies are provided adequately to male and female athletic teams. • Review the training process made available for student trainers. If members of one sex are sent to inservice training provided by commercial enterprise, plan to send members of the other sex so the level of expertise is similar for all student trainers. • Realize that if a professional adult trainer is employed by the school, policy and practice must be set so that each and all athletes are treated equitably, should the need arise.
	9. Are housing and dining services and facilities equitable?	• Realize that most schools (grade K-12) do not have housing and dining services provided on a regular basis. • Review the policy and practice followed regarding food and lodging for away games and playoffs Make sure no discriminatory practices of differential treatment on the basis of sex exist. Correct all that do.
	10. Would review of efforts to publicize all athletics reveal equitable treatment of boys' and girls' teams?	• Review student publications to determine what treatment has been given both boys' and girls' athletics. • Provide information and training to student body groups as to the necessity for equitable treatment of all school teams. • Review local media coverage. Equal coverage is required.

REQUIREMENTS OF THE LAW
TITLE IX AND ATHLETICS

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.41 cont. ATHLETICS		• Review the pep rallies conducted in the past and scheduled for the future. Make sure that rallies are scheduled for both girls' and boys' teams. • Keep records of the pep rallies, cheerleader services, pep band performances, etc. and be able to demonstrate that both girls' and boys' teams receive equal opportunity for support and prestigious recognition/publicity.
	• Realize that aggregate expenditures need not reflect parity, but that the kinds of services provided teams should be equitable.	• Maintain records of policies, practices, and procedures used in financing all after-school sports. • Balance budget where needed in order to provide equitable supplies, services, and support.
	• All athletic programs must comply with the Title IX regulations by July 21, 1976 (grades K-6), and by July 21, 1978 (grades 7-12).	• Assess the current status of all athletic programs in § 86.3 and plan the changes necessary. • Implement the plan. • Maintain a record of the projected timetable for change and the steps taken to accomplish the needed modifications.
§ 86.6 EFFECT OF OTHER REQUIREMENTS	• No league, section, or state regulations may supersede the Title IX regulations unless they are more stringent. League, district (region/section), or state regulations governing athletic eligibility for participation in programs may not be in conflict with the Title IX regulation.	• Review all athletic rules and bylaws to which the school subscribes. • Eliminate all areas of conflict and make equal opportunities for each and every student to participate in athletic programs.

111

REQUIREMENTS OF THE LAW
TITLE IX AND ATHLETICS

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.6 EFFECTS OF OTHER REQUIREMENTS		• Realize that critical areas of concern will include: numbers of teams and sports to be offered, numbers of allowable contests and lengths of seasons, play offs and processes for establishing champions, awards and recognitions to be provided, requisites for eligibility, and representation on governance bodies. • Eliminate all existing discriminations and take action to overcome past discriminatory practices by providing affirmative action opportunities, involving women in the governance process, and making inservice training opportunities available in order to develop leadership/coaching skills in parties (male and female) interested in furthering the sports programs for the sex which has been denied opportunities in the past.

REQUIREMENTS OF THE LAW
TITLE IX AND ATHLETICS - Ancillary Concerns

PERTINENT SECION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.31 (b) EDUCATIONAL PROGRAMS AND ACTIVITIES	• Awards and recognition bestowed for performance in athletics must be the same for boys and girls.	• Review award and recognition practices and make them comparable.
	• Activities and clubs related to intramurals, club sports, and athletics such as letter-person's clubs, athletic associations, or intramural clubs may not be offered on a single-sex basis.	• Review clubs related to sports. Merge when necessary by reidentifying the purposes, policies, and practices to be provided by the clubs and/or associations. Establish criteria (which are the same for boys and girls) for entry to honors groups. • Move from GAA's (Girls' Activities Association) to SAA's (Student Activities Association).
	• Rules of behavior, standards of compliance, and penalties for violations must be the same for students in like sports.	• Have coaches of all like teams (basketball, swimming, tennis, etc.) meet and agree on standards of behavior to be expected of students on boys' and girls' teams, establish parameters for enforcement of these standards, and appeal processes to be followed.
	• Rules related to training requirements, grade point maintenance, and appearance must be the same for students in like sports.	• Consider establishing departmentwide policies which are uniform or allowing each coach to be autonomous in regard to these areas. Should the autonomous decision be reached, then coaches of like sports would still need to arrive at a consensus or agreeable compromise which could be applied equitably to all boys and girls participating in the teams of like sports.
	• Support groups such as cheerleaders, song leaders, drill teams, and pep squads must be open to enrollment from members of both sexes.	• Review criteria for current selection process. • Modify as needed in order to encourage and allow membership on the part of the sex which has previously been excluded from trying out.

REQUIREMENTS OF THE LAW
TITLE IX AND ATHLETICS - Ancillary Concerns

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.31 (cont.) EDUCATIONAL PROGRAMS AND ACTIVITIES		• Provide positive counseling for students regarding the open enrollment policy. • Maintain records of the students who tried out for sports and those who were selected. • Review the outcomes of the process and revise as needed in order to overcome past/existing discriminations.
§ 86.40 MARITAL OR PARENTAL STATUS	• Students who are pregnant, recovering from childbirth or termination of pregnancy cannot be denied access to educational programs (which includes athletics). No special physician's permission can be required unless required of all students who are returning from a temporary impairment.	• Review existing policies/standards related to pregnant students and athletics. • Revise as needed. • Review the overall requirements for re-entry to afterschool programs following a temporary impairment and modify so as to be consistent with the Title IX regulation.
§ 86.51 EMPLOYMENT	(Refer to physical education - ancillary concerns charts 5 - 8) • Overall staffing patterns should not reflect adversely on one sex. • Based on a clarification memorandum published by HEW in September 1976, administrative posts related to athletics should not reflect an adverse effect on members of one sex. Therefore, the hiring of athletic directors should be based on equitable criteria which, when applied, will ensure the hiring of qualified administrators representative of both sexes.	(Refer to physical education - ancillary concerns charts 5-8) • Resist hiring only members of one sex. Attempt to meet the program needs by seeking qualified candidates of both sexes. • Review the outcomes of current staffing policies. Modify or design a program of affirmative action to overcome any discriminatory practices which may exist. • Consider using codirectors or having separate athletic directors at least during the adjustment period (1975-78) so that both departments have equitable input during the critical time of coming into compliance.

REQUIREMENTS OF THE LAW
TITLE IX AND ATHLETICS - Ancillary Concerns

PERTINENT SECTIONS OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.54 COMPENSATION	• Districts must pay equal wages for equal or comparable work.	• Conduct a time study to determine an average number of hours spent in conducting afterschool sports programs. • Formulate nondiscriminatory criteria to be considered for afterschool compensation stipends. • Construct a salary scale for all afterschool functions. • Review the internal consistency of wage scales. • Apply equitably to all employees in light of their responsibilities.
§ 86.66	• Only locker/bathroom attendants may be hired based on sex. • All coaching positions must be open to candidates from either sex and (86.41) the best qualified must be hired.	• Review existing job descriptions and remove sexist qualifications such as "must be personally responsible for locker room discipline," etc. • Advertise and hire in accordance with Title IX mandates and establish separate locker room supervisory duty assignments should a member of the opposite sex be hired to coach an all-girl team or vice versa.

APPENDIX

B

SAMPLE QUESTIONS AND ANSWERS RELATED TO TITLE IX: IMPLEMENTATION IN ATHLETICS

I. QUESTION: Are sex-segregated offerings permitted in interscholastic and intramural athletics?

ANSWER: The general requirements of the Rules and Regulations for Title IX of the Education Amendments of 1972 governing athletics prohibits exclusion on the basis of sex from participation in interscholastic and intramural athletics.

REFERENCE: Federal Register; Section 86.41 (a), June 4, 1975.

II. QUESTION: Can separate teams be maintained?

ANSWER: A school district may operate or sponsor separate teams for members of each sex where:

A. selection of team members is based on competitive skill,

B. the activity involved is a contact sport,

C. opportunities for the other sex are not limited.

REFERENCE: Federal Register; Section 86.41 (b), June 4, 1975.

III. QUESTION: If opportunities for members of one sex are limited, must the excluded sex be allowed to try out for the team activity offered?

ANSWER: Yes, unless the sport involved is a contact sport.

REFERENCE: Federal Register; Section 86.41 (b), June 4, 1975.

IV. QUESTION: What is considered to be a contact sport?

ANSWER: Boxing, wrestling, rugby, ice hockey, football, basketball, and other sports where the purpose or major activity involves bodily contact.

REFERENCE: Federal Register; Section 86.41 (b), June 4, 1975.

V. QUESTION: Can a school district operate or sponsor a team in a non-contact sport for members of one and not for the other sex?

ANSWER: A school district may operate or sponsor a non-contact sport for one sex if equal opportunity has been achieved for both sexes.

Equal opportunity is where reasonable equality has been achieved in:

A. the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes,

B. the equipment and supplies provided,

C. the scheduling of games and practice times,

D. travel and per diem allowances,

E. opportunity to receive coaching and academic tutoring,

F. assignments and compensation of coaches and tutors,

G. the provision of locker rooms, practice and competitive facilities,

H. the provision of medical and training facilities and service,

I. the provision of housing and dining facilities and service,

J. publicity

REFERENCE: Federal Register; Section 86.41 (c), June 4, 1975.

VI. QUESTION: Can a school district operate or sponsor single sex teams in non-contact sports when team member selection is based strictly on the interest of students and not the competitive skills of athletics: (Usually intramural teams).

ANSWER: Membership of non-contact sports teams may not be limited to one sex.

REFERENCE: Federal Register; Section 86.41 (b), June 4, 1975, Interpretation Number 75, page 24134.

VII. QUESTION: Can a school district operate or sponsor a single sex team when team member selection is based strictly on the competitive skill of the athletes?

ANSWER: Membership on non-contact sports teams may not be limited to one sex when team member selection is based strictly on competitive skill unless comparable opportunities to participate are provided members of the other sex.

REFERENCE: Federal Register; Section 86.41 (b), June 4, 1975; Interpretation Number 75, page 24134.

VIII. QUESTION: Does unequal aggregate expenditures for male and female teams, if a school district operates separate teams, constitute noncompliance?

ANSWER: Equal expenditures for male and female teams, if a school district operates separate teams, is not a requirement;

however, failure to provide necessary funds for teams of one sex would cause the school district to be in noncompliance.

REFERENCE: Federal Register; Section 86.41 (c), June 4, 1975.

IX. QUESTION: Are school districts, state educational agencies, and the state athletic associations expected to implement the rules and regulations for Title IX of the Education Amendments of 1972?

ANSWER: The obligations to comply with the rules and regulations of Title IX of the Education Amendments of 1972 is not removed or lessened by state or local law or by any rule or regulation of any organization, club, athletic league, or athletic association which would rule on a student's eligibility to participate or limit a student's eligibility to participate on the basis of sex, in any education program or activity. Therefore, all school districts, state educational agencies, and athletic associations must comply.

REFERENCE: Federal Register; Section 86.6 (a) (b) (c), June 4, 1975.

X. QUESTION: What impact does the Yellow Springs Exempted Village School District Board of Education vs. Ohio High School Athletic Association and Other Defendants, commonly known as the "Rubin Decision", have on Colorado School Districts, the State of Colorado High School Athletic Association?

ANSWER: The case was decided in the United States District Court for the Southern District of Ohio, Western Division; therefore, the decision has no direct impact on Colorado. The case established a precedent and would undoubtedly be taken into account in deciding any similar case filed in Colorado.

The activity which forged the dispute that resulted in the "Rubin Decision" occurred in 1974. Two female students, who were enrolled in a school within the Yellow Springs Board of Education's jurisdiction, competed for and were awarded positions on the school's interscholastic basketball team. Because of their sex, the Board excluded them from the team and, instead, created a separate girls' basketball team on which they could participate.

By doing so, the Board of Education complied with an Ohio High School Athletic Association Rule, which prohibited mixed gender interscholastic athletic competition in contact sports, such as basketball. By allowing female participation in such an activity, it would place in jeopardy the school's membership in the Association and would exclude the basketball team from interscholastic competition.

In his opinion, Judge Rubin addressed three questions.

a. Are the State defendants proper parties?

b. Is State action present?

c. Have the State defendants and the Association violated the Fourteenth Amendment of the United States Constitution?

The State defendants named were the Ohio Department of Education, Franklin B. Walter, Superintendent of Public Instruction, Ohio Department of Education, and the Ohio Board of Education. It was ruled that the State officials are the proper parties to a suit alleging failure to end unconstitutional conduct of subordinates where such conduct was known to them and which they had a duty to prevent.

The ruling on the second question stated that the conduct of the defendant, the Ohio High School Athletic Association, constituted State action where constitutional violations are charged.

The ruling on the third question stated that the Association rule which prohibits mixed gender interscholastic athletic competition in contact sports deprives qualified girls of liberty without due process of law.

It was also ruled that subsection (b) of section 86.41 of the Title IX Rules and Regulations deprives physically qualified girls of liberty without due process of law and is, therefore, in violation of the Fourteenth Amendment of the United States Constitution.

XI. QUESTION: What is the present status of the case?

ANSWER: The case is being appealed.

XII. QUESTION: How does the case affect the position of the Colorado Department of Education on subsection (b) of Section 86.41 of the Title IX Rules and Regulations?

ANSWER: Rules and Regulations duly approved have the force of law. The Colorado Department of Education strongly advises all school districts to observe subsection (b) of Section 86.41 of the Title IX Rules and Regulations.

*Prepared by Dr. Martha H. Fair, Title IX-Sex Equity Supervisor and Mr. Roy G. Brubacher, Assistant Commissioner, Office of Field Services, Colorado Department of Education, July, 1978

APPENDIX

C

SUGGESTED ANSWERS TO ATHLETICS CASE EXAMPLES

The following answers are provided for use with case examples. These answers respond to these questions:

> Does the case example demonstrate a violation of the Title IX regulation?
>
> If the case example does not demonstate a violation of the Title IX regulation (sex-discrimination), would it be characterized as a sex-biased behavior?
>
> If either of the conditions exist (sex-discrimination or sex-bias), what are some of the appropriate corrective and remedial steps which may be taken?

Athletics--Elementary School Case Examples

Case 1. This event is not only a violation of the Title IX regulation (in designating sex-segregated events in non-contact activities without specific skill criteria), but the different events clearly indicate sex-role stereotyping of appropriate events for girls and boys. If, in order to best serve the needs, interests and abilities of the students, it is necessary to group, objective standards (e.g., age, grade level, weight) should be used, not gender-based standards. All events should be the same and not designated as "boys" or "girls" activities.

Case 2. The Title IX regulation does not explicitly cover the interaction of teachers and students although differential treatment of students is prohibited. On the basis of the information provided, it is unlikely that there is a Title IX violation.

Sex bias is clearly evident in the comment of the colleague. It is not necessarily "manly" not to cry if the situation merits. It may be desirable to discourage the behavior, but it should not be done with gender-related comments. The colleague should be made aware of the stereotyped nature of her/his comment and its potential effect on students.

Case 3. The Pop Warner football league's activities would be covered as a consequence of the district's provision of a site, faculty advisor, and general support for the program. While it is clear that minority group members and males were allowed to try out for cheerleader, the criteria for selection are unknown.

It would be the responsibility of the principal to:

Determine that nondiscriminatory criteria were used in the try-out process

Advise faculty sponsors as to the requirements for nondiscrimination and the representation of all races and both sexes

Monitor the try-outs to confirm that they are being implemented in a nondiscriminatory manner, and

If the process was discriminatory, re-open the process after providing relevant information to faculty sponsors, league officials, and parents

Case 4. On the basis of the information given, a violation of the Title IX regulation cannot be shown. The mere usage or rental of school facilities by an outside organization has not been found to be "significant assistance". However, as a general rule, facilities should be available equally to males and females and teams of a voluntary nature should be open to participation by members of both sexes.

Case 5. National youth service groups such as the YMCA, YWCA, Boy Scouts, and Girl Scouts have been exempted from coverage by the Title IX regulation. If this is the only school involvement in the activity, allowing the YMCA to use the fields is not considered significant assistance to an organization. The school should, however, provide an equal access policy to facilities so as not to discriminate on the basis of sex.

Case 6. The race is not a violation of the Title IX regulation because it was not a sex-segregated event. The teacher's comment reflects either sex stereotyping or lack of knowledge regarding outstanding women track performers such as Wilma Rudolph.

Athletics--Secondary School Case Examples

Case 1. Football is a contact sport and sex-segregated teams are permitted under the Title IX regulation. Some effort, however, must be made to accommodate the interests and abilities of the female students. Possible alternative actions would be to establish female football or touch football teams in an intramural or interscholastic activity (if there were similar teams against whom they could compete); or the females could be encouraged to participate in other team sports such as field hockey, speedball, soccer, etc.

Case 2. While the processes followed for the selection of the golf team would appear to be nondiscriminatory, the results would indicate a violation of the Title IX regulation if no efforts were made to provide for the interests of females. Since there is significant interest on the part of females, the district should consider establishing a separate team for females.

Case 3. There is no violation of the Title IX regulation. Allowing boys on the team when the opportunities for females have been limited in the past would be a violation of the Title IX regulation. Since the boys are interested in volleyball, the school should consider the possibility of substituting volleyball for one of the competitive sports now offered for boys or be added as a mixed-sex offering in the intramural program.

Case 4. The equal division of available funds is not required by Title IX. If services provided are adequate and equitable, there need not be a dollar for dollar parity. Expenditures must be adequate to ensure comparable opportunities and to provide female and male athletes comparable equipment, facilities, and services.

Case 5. Adherence to this league regulation by the district would be a violation of the Title IX regulation. Teams in like sports must have like lengths of seasons, opportunities to play before an audience, and the same honors and awards.

Case 6. This would not be a violation unless the same condition did not apply to all male physical education teachers as well.

Case 7. The action implied by the student body president would be a violation of the Title IX regulation. He is implying that girls, who constitute a large portion of his student body, can support the boys' teams but that the student body, in turn, will not sponsor adequately the events planned for girls. While dollar-for-dollar parity is not required by law, the student body will have to rethink its financing policy and distribute their dollars in proportion to the interests of the students.

Case 8. The composition of the sports staff is not a violation of Title IX unless some policy or practice is operating to bar women from that position. The sports coverage, on the other hand, is a violation of the Title IX regulation. Efforts should be made to recognize and publicize the entire sports program. This may require positive counseling in order to attract women to the sports reporting assignments, in-service training for involved staff (e.g., newspaper advisors), and in-service training for the coaches of girls' teams so they will encourage coverage and provide the necessary facts to make the articles newsworthy.

Case 9. These awards would be a violation of the Title IX regulation. Awards for athletics made to students should be free from sex designation unless they reflect comparable awards for sex-segregated teams involved in the same sport. Thus, "male athlete" and "female athlete" of the year would be unacceptable, but outstanding rebounder for boys' basketball and a similar award for girls would be acceptable.

Case 10. This is clearly a violation of Title IX. Sally should be permitted to join and compete with the boys' swimming team, since swimming is a non-contact sport and there is not team for girls.

APPENDIX

D

"AN EQUAL CHANCE THROUGH TITLE IX:" AN ANALYSIS

(Note: The following are just some of the assumptions made by the film. The answers can help facilitate the discussion.)

1. What assumptions seemed to be made about students in the film? (e.g., kids naturally enjoy physical activity)

   All students deserve the opportunity to reach their full potential.

   Movement competence is essential to later physical development.

   Sports are appropriate for some and inappropriate for others (sex-linked).

   Competition teaches social lessons.

   Vigorous activity is needed for fitness.

   The demands of daily life make little distinction between men and women.

   Competitive athletics is for physically gifted students of both sexes.

2. What assumptions seemed to be made about physical activity programs in the film? (e.g., physical education programs are very important to the development of self-image).

   Many programs will have to change.

   Sound programming can be run on a sex-segregated basis.

   Sports require complex physical skill.

   Team teaching is desirable.

   Curriculum is not mandated in the law.

   Curriculum development is the right and the responsibility of the school.

   Lifetime fitness is a worthy goal.

   Everyone needs a healthy body.

3. What assumptions did you see being made about similarities of male and female students in the film?

   In primary school, boys and girls have traditionally been treated equally.

   Females and males can learn physical competence together.

   The range of ability is similar in males and females.

   Both females and males can learn to be good competitors.

   Both males and females desire to be physically fit.

4. What assumptions did you see being made about differences between male and female students in the film?

   Early in school boys and girls are assumed to have different interests and talents in school.

   Boys are active; girls are passive.

*American Alliance for Health, Physical Education and Recreation (AAHPER), 1201 Sixteenth Street, Washington, D.C. 20036

APPENDIX

E

COACH JAMES CASE: WORKSHEET RESPONSE TO ROBERT WELSH

1. The Title IX regulation requires that employers may not, on the basis of sex, make distinctions in the rates of pay for equal work. [86.54] If coaching positions are equivalent, no distinctions may be made on the basis of sex.

2. The contract language is clearly discriminatory on its face, in that salary distinctions are made on the sex of the athlete. Further information is therefore not needed for determining the legality of the contract language, but such information as the following would be useful in identifying alternative contract provisions:

   Descriptions of each coaching position in terms of responsibility

   Competencies required for different positions

   Criteria (and their legality) for establishing coaching salaries

   Projected athletics programs and budgets

3. Available alternatives include:

   Work with the teachers' association to change the terms of the agreement (contract)

   Develop criteria for determination of pay increments on the basis of factors other than sex (of either coach or athlete--e.g., performance, responsibility, etc.)

   Implement procedures necessary to equalize pay of coaches of male and female teams on the basis of the criteria developed (other than of coach or athlete)

   Revise athletics budget as required to accommodate salary changes

4. Each of the alternatives should be implemented.

COACH JAMES CASE: WORKSHEET RESPONSE TO ANN BROSH, ET AL

1. Agencies receiving funds are required to evaluate their total athletic program to determine whether or not it effectively accommodates the interests and abilities of members of both sexes. Factors which should be considered in the evaluation include the nature and extent of sports programs offered and their accommodation of the interests and abilities of females and males in both sports and the level of competition offered. [86.421]

2. Further information is needed regarding:

   The specific sports options and levels of competition currently being provided for males and females

   Any efforts made to assess the athletic interests of junior high females in the district, and the results of such efforts

   The feasibility of opening the male sports listed to females

3. Available alternatives include:

   Conducting and analyzing an inventory of the athletic interests of female and male students in interscholastic and intramural sports (if one has not already been completed)

   Deciding in conjunction with other school officials and staff the desired thrust of athletic programming (i.e., separate vs. mixed-team offerings)

   Reviewing plans, if any, for the expansion of female sports programs including timetables, sports, and financial projections

   Meeting with students to obtain greater information, to clarify district policy and plans, and to obtain their suggestions for program revisions.

4. Each of the alternatives should be implemented.

COACH JAMES CASE: WORKSHEET RESPONSE TO JEFFERY EVANS

1. The Title IX regulation requires, under the criteria for establishing equal opportunity in athletics, that "the opportunity to receive coaching..." not be based on the sex of the athlete. [86.41c-v]

2. The assignment pattern is clearly discriminatory against female athletes who wish to play interscholastic basketball at Hilltop High. Further information which would help Coach James make his decisions includes:

   Are there females who didn't try out for the team because of lack of coaching?

   What is the exact athlete-coach ratio for both male and female basketball teams?

   Are there staff members or qualified community members available to take on coaching responsibilities?

3. Available alternatives include:

   Initiating a policy that mandates equal athlete-coach ratios for all sports where both female and male teams are offered

   Making a survey to identify possible qualified staff persons who would be willing to take on basketball coaching responsibilities

   Establishing an ongoing in-service and internship program to help qualify staff for coaching positions, particularly female staff who have been discouraged in the past from gaining these skills

   Locating qualified, certified community members who would be willing to volunteer time and services

   Providing financial resources to carry out any policy/program changes.

4. Each of the alternatives should be implemented.

COACH JAMES CASE: WORKSHEET RESPONSE TO JACK RAMSEY

1. The Title IX regulation prohibits the provision of benefits or services to one sex while excluding the other sex. [_86.31_] The gift under the conditions stated in the letter would be such a benefit.

2. Further information is needed regarding:

   Would the Booster Club donate the gift if the sex restriction were ignored?

   Would the Booster Club allow the money to be used for another purpose?

3. Available alternatives include:

   Negotiate with the Booster Club to give the money as cash so that badly needed gymnastics equipment may be purchased for new female programs

   Negotiate with the Booster Club to lift its stated restriction regarding the use of the new equipment by females, by explaining the illegality of such a restriction and the need of weight training by all athletes regardless of their sex.

4. Each of the alternatives should be implemented.

1978 - 1980 EDUCATIONAL PRIORITIES

BEST COPY AVAILABLE

AS ADOPTED BY THE COLORADO STATE BOARD OF EDUCATION

IMPROVEMENT OF BASIC SKILLS:

The Colorado Department of Education, through the accountability process and other proven methods, will help schools analyze and improve student skills in reading, writing, speaking, listening and mathematics.

IMPROVEMENT OF DISCIPLINE IN SCHOOLS:

The Department will assist schools to achieve a learning climate for improved student discipline to enhance the learning process.

IMPROVEMENT OF ORGANIZATION AND MANAGEMENT OF EDUCATION:

The Department will assist schools and libraries by coordinating and integrating state, local, and federal programs to strengthen their skills in research, evaluation, and planning, for effective use of financial and human resources.

IMPROVEMENT OF PUBLIC CONFIDENCE IN EDUCATION:

The Department will work with schools to improve public confidence in education through practical means including the state's accountability and accreditation processes and through increased involvement of the total community in the public school system.

IMPROVEMENT OF EQUALITY OF ACCESS TO INFORMATION:

The Department will identify and improve programs which assure equal access to information to help all Colorado citizens meet occupation, educational, and leisure time interests.

IMPROVEMENT OF LEADERSHIP AND STAFF DEVELOPMENT:

The Department will further efforts to strengthen leadership skills of all professional staffs in the Department of Education, schools, boards of cooperative services, and libraries and library systems through increased inservice programs planned and offered cooperatively with higher education and other appropriate organizations.

COLORADO STATE BOARD OF EDUCATION

Jacquie Haughton, Chairman	(Second Congressional District)	Lakewood
Allen B. Lamb, Vice Chairman	(Fourth Congressional District)	Windsor
Betty Gilliss	(Fifth Congressional District)	Aurora
Dorothy Gotlieb	(First Congressional District)	Denver
Frank J. Ricotta	(Third Congressional District)	Pueblo